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ABSTRACT

This proceedings contains articles and workshop summaries from the 1991 conference of the Association for Experiential Education. Both articles and workshop summaries are categorized into the similar areas of: (1) open track, an outline of curriculum and models for training volunteer practitioners; (2) adventure alternatives track, discussing specific therapeutic use of adventure activities; (3) arts and performance track, describing mask making and ritual performance; (4) corporate adventure track, describing programs organized by business corporations; (5) cultural, social and ethnic diversity track, reporting on exchange programs with Soviet experiential educators; (6) environmental issues track, addressing linkage to environmental education; (7) management and administration track, introducing computer application in management; (8) outdoor leadership track, discussing staff career development; (9) programming with disabilities track, advocating for out-reaching programs for people through the use of llamas; (10) research and development track, reports on new programs and survey research of programs and managers; (11) safety track, talking about accident prevention and medicine; (12) schools and colleges track, discussing experiential education in traditional school settings; (13) spiritual, moral and ethical track; and (14) women in experiential education track. (KS)

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LAKE JUNALUSKA, NC

October 24-27
1991

19th
International
Conference

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ASSOCIATION
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Association for Experiential Education:
1991 Conference Proceedings and Workshop Summaries Book

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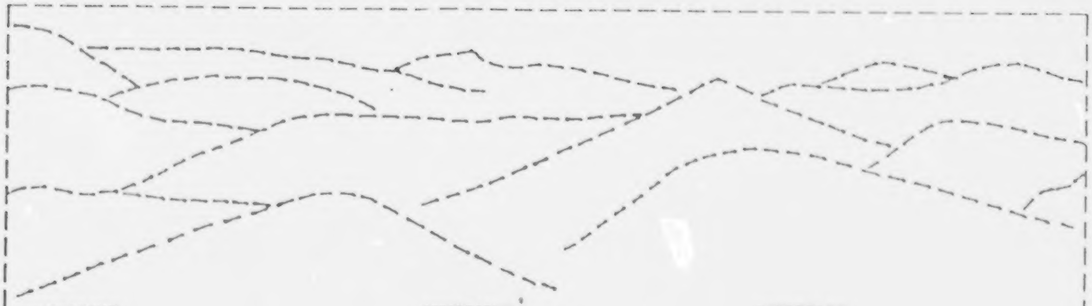

Association for Experiential Education
International Conference
October 24-27, 1991
Lake Junaluska, North Carolina

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Open Track

VOLUNTEERISM: YOU SAY!

Stephen Hobbs

Abstract

As volunteers and volunteer practitioners go about their voluntary service work, they are contributing to each other's wellness. To ensure that the system in which they are involved promotes wellness, that system must be efficient, effective and relevant in operation. This outcome requires that research, design implementation and evaluation be cornerstones of the volunteer resources system. This paper outlines the curriculum and selection of key models used during a workshop which supports understanding of the volunteer resources system as it relates to the field of volunteer resources.

Introduction

The willful use of time and effort to assist others, whether directly or indirectly, is known as voluntary service. It has, and continues to be, a part of North American social systems. People have benefited in countless ways as a giver and/or as a recipient of service. Those who give, learn a great deal about life and more importantly about themselves. In some cases, those who have benefited from service have in turn become givers. And yet, the significance of volunteerism in our lives has been taken for granted.

The phrase "I am just a volunteer!" epitomizes the lack of importance accredited volunteerism. However, it is encouraging that individuals are being corrected to say "I am a volunteer!". Everyone who volunteers should be encouraged to embrace, with pride and satisfaction, their action of volunteering.

With the growing acknowledgement of wellness as a life choice, it is important that volunteerism be recognized as a means to achieve a balanced lifestyle. To paraphrase another wellness concept; that is, "To volunteer a day, keeps the physician away!" seems appropriate. Garnering this respect lifts volunteerism from the immediate boundaries of leisure where it is often viewed as an activity. Voluntary service or volunteer resources deserves its own field of study. Its theory and practice includes many possible solutions to the socio-political-economic-cultural issues facing communities and countries in today's ever changing world.

Issues

Whether a person is a volunteer or a volunteer resources practitioner, it is important to understand the issues affecting voluntary service. There are four key issues that can be discussed. The first issue considers the current pushes and pulls of third sector (*non-profit or voluntary*) organizations who want more volunteers to take up their initiatives. Every nonprofit organization requires volunteers, and the breadth of organizations and agencies that volunteers can chose from encompasses the full continuum of social and political needs.

The second sector (*government or public*) encouragement of volunteerism as a financial remedy has prompted organizations to find more volunteers for aspects of their operation, in particular, fund raising campaigns. Government is promoting the idea that community affairs should be taken care of by the community.

The on and off call for involvement of first sector (*private business*) organizations to shoulder social responsibility has many people scrambling, including businesses, to understand how business can best help. The dilemma centers on the choice of financial giving, employee (corporate) volunteerism or both as the preferred means to fulfill corporate social responsibility.

Finally, the theories of volunteerism and practices of volunteerism are undergoing tremendous changes as the discipline seeks professional status. The changes are promoted internally as practitioners seek credibility for their vocation and externally as volunteers seek respect for their contributions. If volunteerism is devalued, it will deter the student trying to gain career experience; the homemaker attempting to reenter the work force; or the senior citizen searching for satisfying and challenging experiences. The changes are fueled collectively as the three sectors request more from the practitioner who is instrumental in exciting the volunteer to become involved.

Need to Know

For the practitioners to encourage volunteer involvement they must understand the "need to knows" associated with the ideology of volunteerism and the practice of volunteerism. They must understand the *body of knowledge*, the *vision*, the *system* and *people* involved directly and indirectly in voluntary service, whether generally in the community or specifically within the organization. In particular, practitioners must deal with the pros and cons of establishing a profession; must ensure advocacy for volunteer's rights and responsibilities; must create a code of ethics and standards of practice for their work and organization; and, must implement an efficient, effective and relevant volunteer resources system.

Volunteers should be aware of the same information from an overall perspective. When the volunteer understands more about the volunteer resources discipline, they are better able to support the programs in which they are engaged. For example, an effective volunteer resources system will lend credibility to the volunteer's involvement in a subtle way. Recognition of the volunteer's contribution becomes a natural byproduct of the system rather than a contrived and animated process that so often is seen as an afterthought.

Body of Knowledge

The traditional ways and means of advertising for people, placing them as they walk through the door and doing it again when the numbers become low cannot work in today's world. Volunteers want an organizational vision to unite them. The vision provides them with a reference point for what they have and do. The system, by and through which the volunteers' gain insight into their job, and how and when they will be recognized and evaluated is important. Without such a system, there is a chance that volunteers will become discouraged and leave. Knowing the characteristics of the volunteers is important to establish client/customer service and to ensure that the most appropriate person is chosen to serve in a particular position. And more importantly, the vision, the system and the people must be entwined so as to explore and design a body of knowledge that fits with the mission and operation of the organization.

The body of knowledge generated by the organization must be known by the practitioner to ensure the operation of the organization. Herein lies one of the problems facing the volunteer resources discipline. Historically, the body of knowledge has been passed on through the "grandfathering/grandmothering" process; that is, the practitioner has acquired the information from the person who held the position before him or her. In many cases, the new practitioner has come from a different discipline under the guise that it is "just voluntary service". During the transfer of information, both the best and worst attributes have been maintained. Without a generic standard of practice and agreed upon ideologies to compare with, the new practitioner is at best floundering.

Profession

As the Volunteer Resources discipline struggles for professional recognition, practitioners must increase their informal and formal education. The plethora of informal workshops, seminars and conferences attest to a concerted effort to develop the discipline. Institutions of higher education in Canada and the United States offer credit and non-credit curriculums on third sector administration, management and leadership. However, there appears to be great latitude in what is offered. Any comparison to a like discipline, such as human resources management, shows that greater effort and refinement are required.

Volunteers will need to become players in the discussion of professionalism and service delivery. Their wellness is at stake. They expect a vision and system to work with and through. Their time and effort, while given freely, is still precious. Competition for volunteer resources is mounting and the organization that provides a satisfactory vision and system will meet the required needs of the volunteer and thus come out the winner in the volunteer recruitment and maintenance. And what must be utmost in everyone's mind is that the customer or client can be the greatest losers if the service and/or product is not delivered in an efficient, effective and relevant manner.

TIC-TAC-TOE: THE WINNING VOLUNTEER RESOURCES SYSTEM

An organization can create a vision from its mission. The process by which to achieve this outcome is widely known. The corporate world carries out visioning as a way in which to focus internal and external customers on the means of remaining competitive. Interestingly, third sector organizations have been doing the same thing for years, as a matter of survival.

The third sector organization can and must identify its target markets. Those markets include the customer, client, donor, sponsor and volunteer. The task is monumental, challenging and most importantly, continuous.

For the organization to incorporate the vision and the people involved, it must research, design and develop a volunteer resources system. Without it, services and products can not be delivered, volunteers will become disillusioned and leave, donors and sponsors will look elsewhere and the organization will fade into mediocrity or even cease to exist.

The system that is proposed in this paper has its roots in practice and theory. The following summary is a precursor to a workshop that provides a generic system for practitioners to review. This generic system provides a touchstone for the practitioner to investigate, evaluate and thus decide the proposed system's utility, in part or whole, to their organization's needs.

So often, workshop presenters provide components of the whole volunteer resources system. What this paper attempts to do is initiate understanding of the whole through which the practitioner, and volunteer, can decide on what component parts they need to develop. Without an understanding of the whole, work on select parts can often be fruitless.

The curriculum for the workshop is set out on the following pages. A selection of the key models used in the workshop follow afterwards.

Curriculum

INTRODUCTIONS

• Presenter/Facilitator • Quick Reference of the Group - Who are they? • Learning Objectives/ Learning Outcomes - What do they want?	- Understanding who is the presenter...as a practitioner and theorist; understand the expectations of the group; list the objectives and outcomes anticipated; match the presenters ideas with those of the participant.

DEFINE TERMS/CONCEPTS

• Volunteerism - Vision • Volunteerism - System • Volunteer - Person . Use of three models: 1) Perspective Mapping 2) Function Path 3) Wellness Clover	- Through the use of models designed by the presenter, the participants will be given the opportunity to explore a *holistic* view of their volunteerism. This exploration requires that the participants understand that the body of knowledge generated in the exploration phase embraces the collective definition of the vision, the system, the people with whom they are involved and the accumulated education to the present.
• Definition of the Whole . Definition Model	
• Other terms identified by the participants	

AGREEMENT RELATIONSHIP

- The participants have a choice as to the viewpoint the take as they proceed through the workshop ... either as a volunteer or as a practitioner.••
- The question: What can I keep, change and/or delete about what I do?

-An answer is referenced in context to *Building Partnerships*, the conference theme.

-Participants attend the workshop from two viewpoints:that is as a volunteer and/or as a practitioner. Depending on their choice, participants are given the opportunity to answer the question in context to the system. The question focuses on the level of the importance and the level of the satisfaction the participant has with the system on which they are overlaying the proposed model. The exploration remains within the conference theme.

EXPLORING THE SYSTEM MAP

- Through a workbook designed by the presenter,in collaboration with a colleague, the participants will be taken through the system.
- A "focus analysis" will be carried out on sections chosen by the participants.
- A "Corridors and Barriers" exercise will be used to expand on the chosen topics.

The research findings as well as the design, implementation and evaluation of a particular volunteer resource system, prompted the creation of a workbook. Because of the length of the workshop, only sections from the workbook can be used. The participants will be asked to decided on the sections to be reviewed in more detail. An exercise that provides a means for the participants to chose the sections will be facilitated by the presenter.

MAKE THE MAP, USE THE MAP

- The participants will be questioned as to their thoughts on the use of the ideas presented in the workshop.
- The participants will be requested to fill out a "longevity study" application that will allow the presenter to carry out follow up discussions.

One of the learning outcomes of the workshop is that the participants will apply the concepts to the system they currently work with or will work with in the future. To establish the usefulness of the system, it is necessary to carry out follow-up discussions with the participants. Reality can alter abstraction.

SUMMARY COMMENTS

- Review of learning objectives and outcomes.
- Ask participants Did they obtain what they wanted?
- Agree on follow-up to the longevity study.

It is important to review the learning objectives and outcomes for the workshop. Some measurement is required to assist in understanding the utility of such a workshop and subsequent follow-up and longevity study.

Models

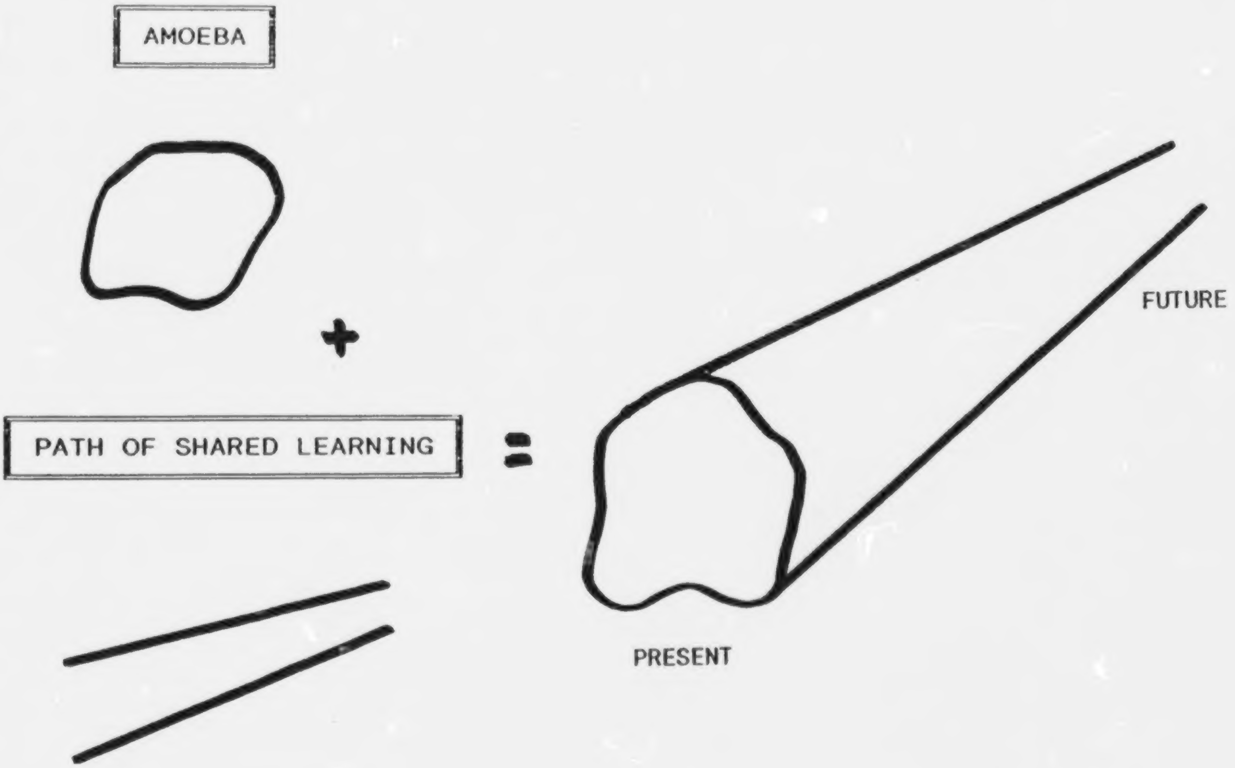
The basis for the models used in the workbook centers on the Amoeba concept and The Path of Shared Learning.

The Amoeba diagrams an individual, organization or subject as fluid; that is, it pushes out in all directions. Also, the Amoeba is influenced externally. This presentation breaks away from the traditional circle, square and triangle configurations used in most diagrams.

The Path of Shared Learning is a perspective drawing illustrating time and space. It should seen in three dimensions, as though one was walking into the page. It has no end point. If and when a conclusion is reached, it is possible to connect the lines. The extreme case is to denote death.

Coupled together, the models show fluidity of the individual, organization and/or subject under discussion as it moves through time and space. In context to this paper, reference will be made to subject only.

The direction of the path is arbitrary. It is seen here in a left to right configuration to conform to current writing practices in North American culture.



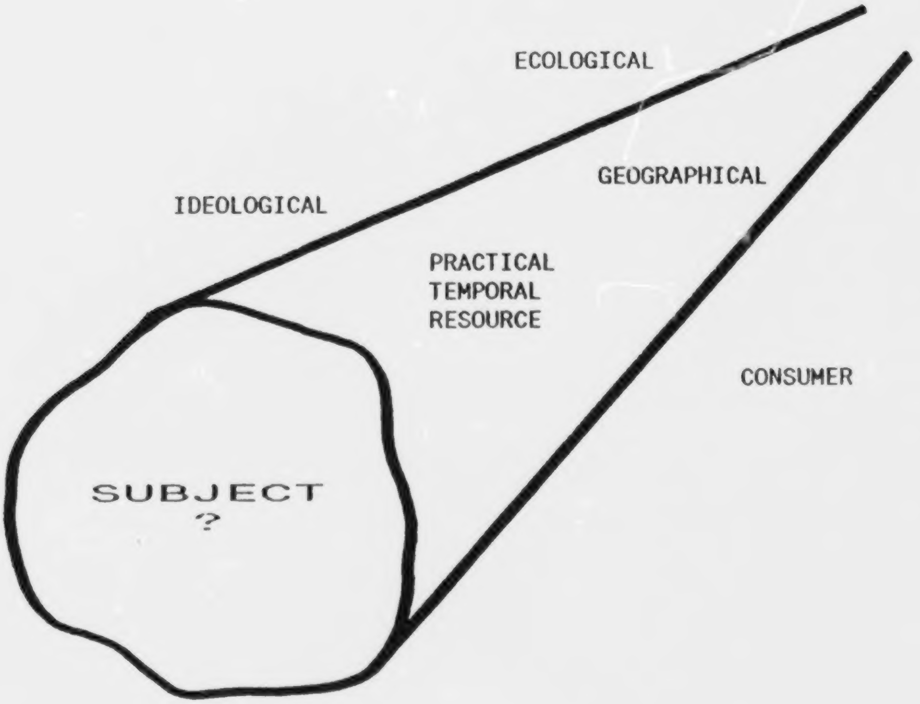
Perspective Map:

The diagram that follows provides one interpretation of the above mentioned models. The Perspective Map considers a subject such as recruitment, recognition, training or management ... flexibility exists in the selection of topic ... that is chosen for discussion according to seven perspectives. The seven perspectives are Ecological (the fit), Ideological (the value), Resource (the means), Practical (the way), Temporal (the time), Geographical (the space), Customer (the consumer). These perspectives provide an overview of the subject.

The model is helpful in front end procedures such as needs assessments, needs analysis and task analysis. Also, it helps in continuous evaluation, progress review, and volunteer-practitioner satisfaction review. Decisions can be readily made on what to change, keep or delete about the subject.

The model has wide application. In the case of this paper it considers the topic: *TIC-TAC-TOE: A Winning Volunteer Resources System.*

PERSPECTIVE MAP



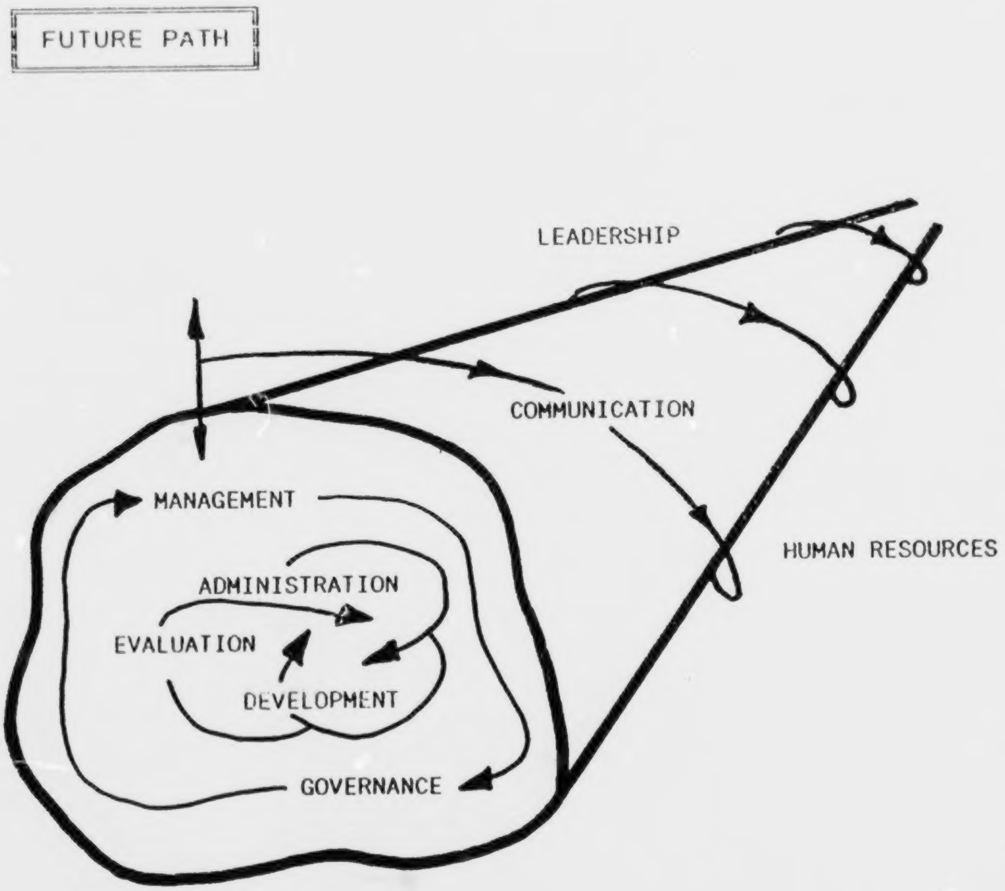
Function Path:

Similar to the Perspective Map model, the Function Path model utilizes the Amoeba concept and Path of Shared Learning models to consider the subject from a functional viewpoint.

The model includes eight functions that are common to the operation of a subject. The functions are leadership, communication, human resources, management, governance, administration, development and evaluation.

Central to the model is the synergistic relationship (2+2=5) that exists between management and governance - corporate directorship can be substituted for governance. The relationship holds together the evaluation, development and administration functions that are crucial to maintaining operation viability. What keeps the operation from floundering or spirally out of control are leadership, human resources and communication.

Whereas the path may have appeared flat before, it now takes on a cone shape which illustrates the boundaries of functional influence and the layers of interaction of the subject.



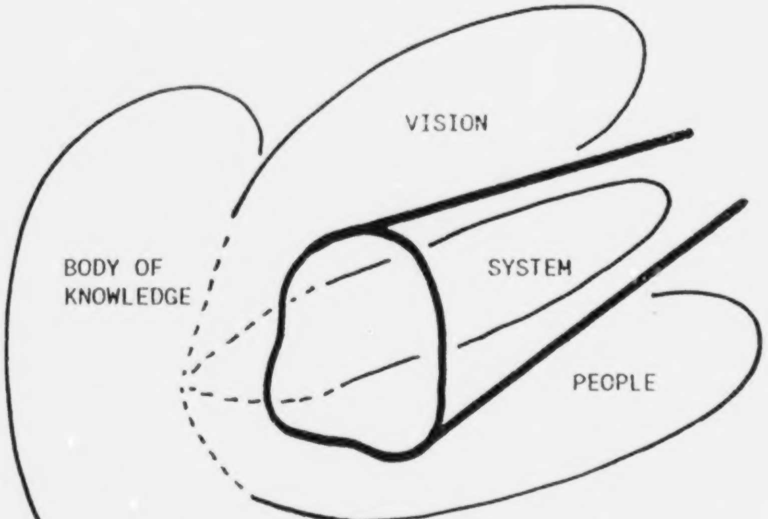
Definition Map:

The combination of Perspective Map and Function Path provides for the Definition Map.

This model provides a summary of the exploration carried out through the use of the other two maps. When the Perspective Map is overlaid on the Function Path, a pattern becomes apparent that defines the relationship between the perspectives and functions.

This model can be further reviewed in context to the Mapping-Function Matrix shown on this page. Whether used as a historical recording tool or as a forecasting tool, the matrix relies on time and space markers to pinpoint places for review along the path. These markers create the perception filters through which the researcher can consider the subject.

DEFINITION MAP



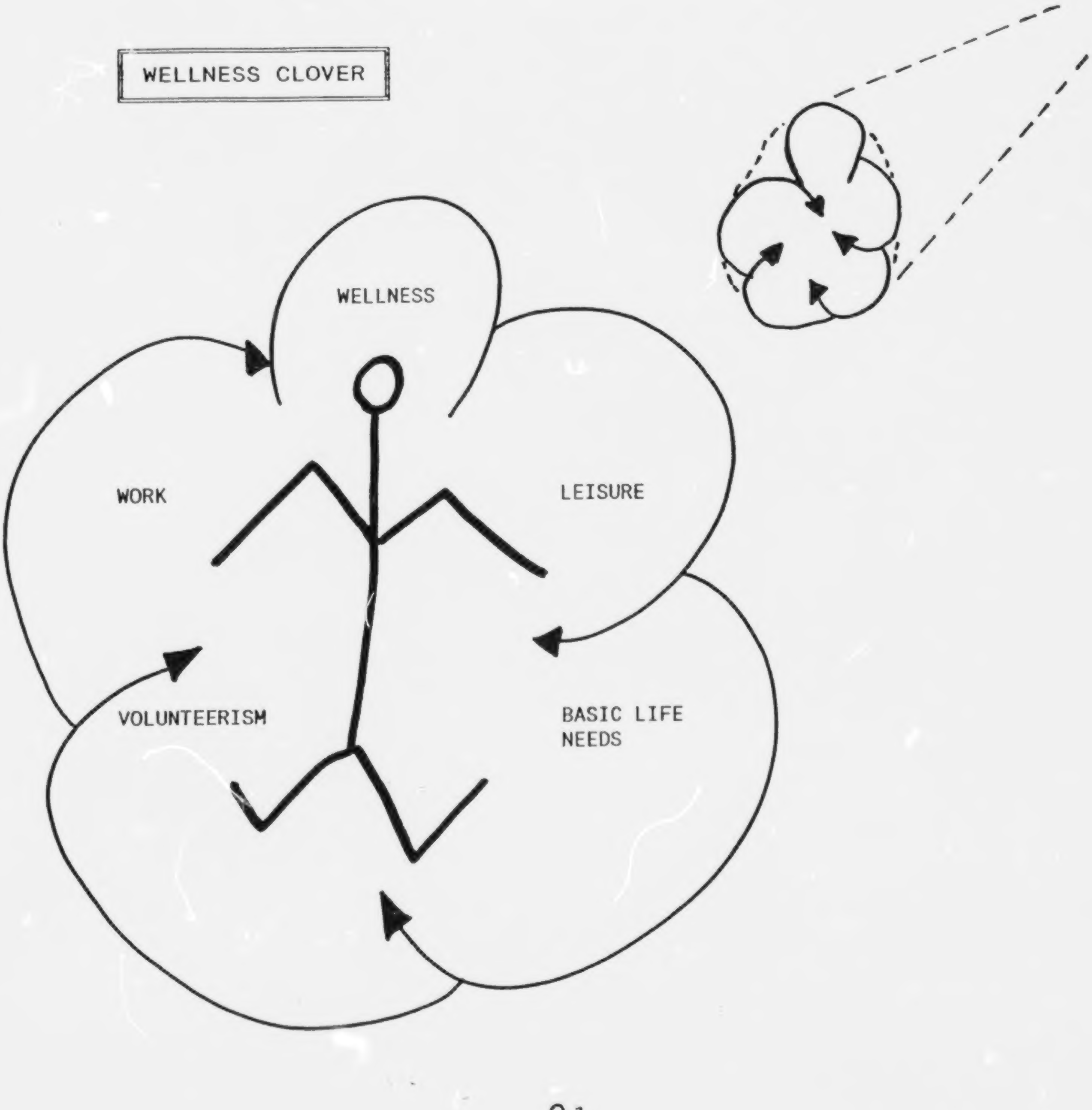
Wellness Clover:

Traditionally, a people have been broadly referred to in context to their work, leisure and time given to personal and domestic care. Volunteerism has been considered an activity of leisure.

With some researchers acknowledging volunteerism in context to the promotion of wellness and a balanced lifestyle, it is now possible to draw wellness in figurative context to the appendages of the human body.

Again the notion of fluidity is present and the Wellness Clover model can be seen in context to the Amoeba concept and to the Path of Shared Learning

WELLNESS CLOVER

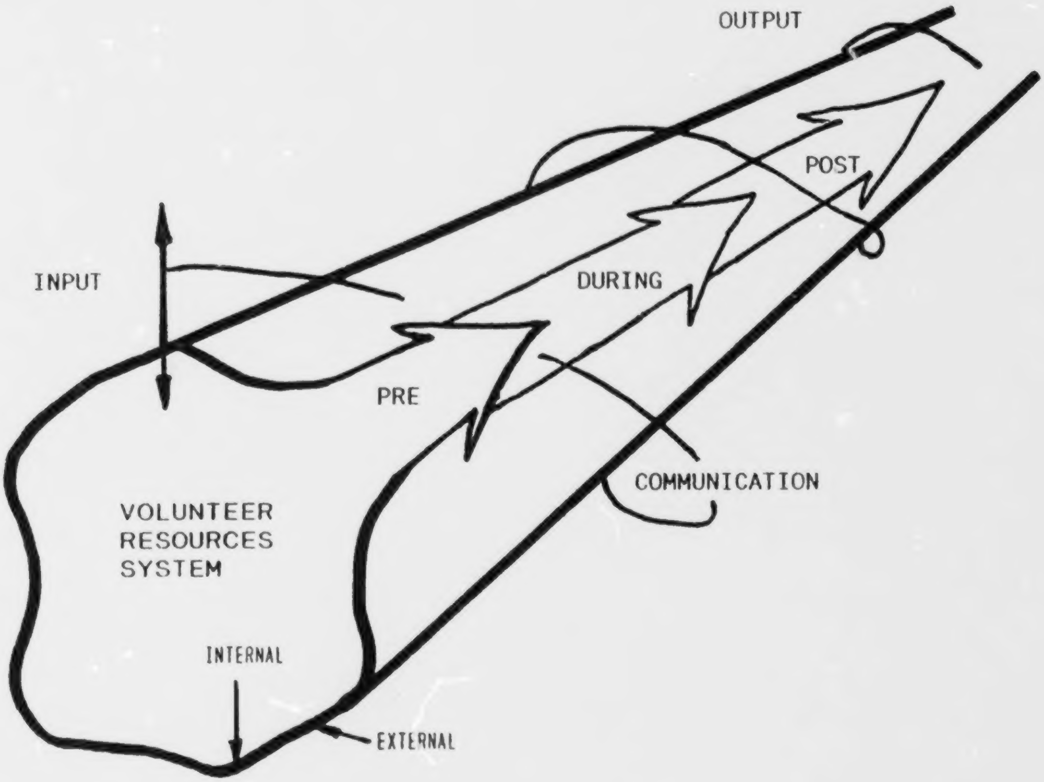


.Volunteer Resources System - Overview:

Because the topic under discussion in this paper is TIC-TAC-TOE: A Winning Volunteer Resources System, the model that follows is an interpretation of the collective use of the preceding models.

The center of the model outlines the Pre-, During- and Post- stages of the process. In other words, it is the process as it applies to a volunteer who enters the organization, participates and leaves. Individuals may follow their own time and space process thus creating a mosaic of entry and departures. It is possible to have a group of people enter and leave together. No matter what happens to the individual or group, they can be traced easily through the same generic system and process.

VOLUNTEER RESOURCES SYSTEM - OVERVIEW



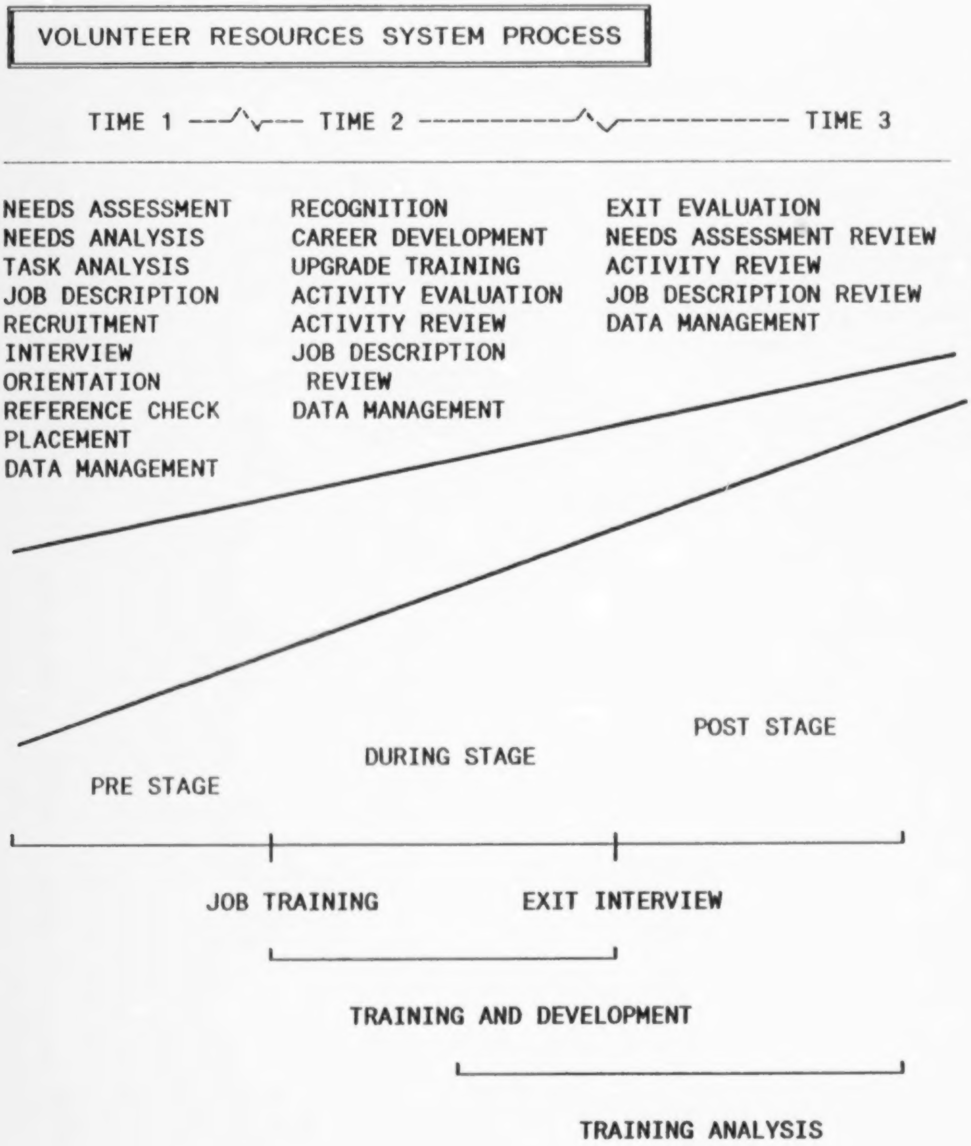
Components of a Volunteer Resources System Process:

The component parts of the process are listed in this diagram. Each organization may refer to these components by different names and include other components specific to their organization.

However, it is thought that the list shown in this model encompasses the generic components used by all volunteer resources systems.

Each component part can be further reviewed according to the models presented already. An example follows:

> Recognition: carry out a perspective map and a functional map; then, define recognition through a collective understanding of the two models in conjunction with the wellness map.



VOLUNTEER RESOURCES SYSTEM PROCESS

TIME 1	TIME 2	TIME 3
NEEDS ASSESSMENT	RECOGNITION	EXIT EVALUATION
NEEDS ANALYSIS	CAREER DEVELOPMENT	NEEDS ASSESSMENT REVIEW
TASK ANALYSIS	UPGRADE TRAINING	ACTIVITY REVIEW
JOB DESCRIPTION	ACTIVITY EVALUATION	JOB DESCRIPTION REVIEW
RECRUITMENT	ACTIVITY REVIEW	DATA MANAGEMENT
INTERVIEW	JOB DESCRIPTION REVIEW	
ORIENTATION	DATA MANAGEMENT	
REFERENCE CHECK		
PLACEMENT		
DATA MANAGEMENT		

SUMMARY

By definition the vision, the system, the people and the body of knowledge create and pull the institutional memory of the third sector organization. The education that results through a learning organization results in efficient, effective and relevant operations. To do less than what is possible is heartless when social justice and community integrity is at stake.

The system proposed in this paper is a beginning. It serves as a touch stone for comparative evaluation and as a standard for others to use. Either way, its presentation furthers the education of the profession and helps those who benefit from its implementation.

Author: Stephen Hobbs ... with appreciation extended to Cheryl Monar and Ginny Dowdle, both of whom are practitioner understudies of the theories and practices shown in this paper.

Adventure Alternatives Track

THERAPEUTIC USE OF THE ROPES COURSE WITH SURVIVORS OF SEXUAL TRAUMA

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Abstract

This article focuses upon the use of a ropes course to create therapeutic interventions for adult survivors of childhood sexual trauma. A multilevel system of conceptualizing patient dynamics and needs is described along with a case study and in-depth analysis of an intervention. These methods appears unique within the field of experiential therapy.

Therapeutic use of the ropes course with survivors of sexual trauma

Experiential methods have been applied to a variety of therapeutic situations by these authors. The present article will focus upon the use of experiential methods in the treatment of adult survivors of childhood abuse and trauma. Treatment interventions are designed by the therapists based upon a multilevel system of conceptualizing patient dynamics and needs. These interventions appear unique within the field of experiential therapy because they focus upon individual needs even though the therapy takes place within a group context.

To create a therapeutic intervention, the therapist must first understand the common life themes among survivors. Survivors feel different from other people and generally think there is something wrong with them that needs to be hidden deep within. Feelings of humiliation and shame create a sense of low self-worth and even self-hate. They are often suicidal and may perform destructive or self mutilating acts. They feel powerless and unable to take care of or protect themselves. They tend to isolate and guard against intimate relationships. Some survivors are driven to perfectionism in order to hide their low self-worth while others hide by withdrawing from activities for fear of exposure or possible failure.

In addition to these general themes, the therapist must be able to identify basic areas of conflict and common coping mechanisms survivors have developed. Survivors do not trust themselves or others. They have confused feelings of love, sex, and betrayal. They may develop addictive personalities that use substances or behaviors to medicate their pain. Most of all, they feel vulnerable and unsafe.

In order to survive their trauma, survivors frequently use coping mechanisms such as denial and rationalization. They may see their trauma experiences as unimportant or deny the effect of that trauma upon current problems. Many survivors may even repress or forget what happened to them by closing off a part of their memory. They may show borderline personality tendencies by viewing the world as all-good or all-bad, and they can split themselves apart from an experience or person by creating chaos. Because a survivor's sense of control was violated, they often become over controlling. Survivors are hypervigilant and guarded. They will be sensitive to even the smallest inconsistency of word or behavior. They may lie, or cheat, or divert, and they may even use excessive humor to hide behind. Finally, they have the ability to dissociate and numb out, to leave their current discomfort and enter a world of fantasy and make-believe. For further discussion of the common characteristics of survivors see Bass and Davis (1988).

In order to work effectively with survivors, the therapist must be able to offer a safe and protective environment to explore issues and form new and more functional behaviors. Trauma survivors did what they could to survive; unfortunately, the coping mechanisms they used to survive are now creating the problems and pain that bind them in turmoil. To develop trust and influence change, the therapist must honor and respect their resourcefulness.

The elements of a ropes course are well suited to address a variety of the dynamics found in adult survivors. In general, successful completion of the elements fosters improved self-worth, and motivates survivors to challenge their fears and self-limiting beliefs. Both of these goals of treatment require the establishment of a basic level of trust. Although the course activities can be used to create this therapeutic necessity, it must not be underemphasized by the therapist, nor can the therapist expect that the trust level will remain constant throughout a series of interventions. It is our experience that early abuse significantly hampers the resolution of this developmental milestone as defined by Erickson (1959). Because the trust vs distrust issue has such a strong impact upon survivors of abuse, the therapist must regularly assess this dynamic.

Other areas of assessment within the multilevel system of conceptualization which are taken into account are traditional tools such as psychosocial history, psychological testing, and psychiatric evaluations. However, the assessment also includes clinical judgments made by the therapist about the stage of psychosocial development, fund of resources, level of dysfunction, and the ability to physically conquer a particular element. For the trained clinician, the course provides a wealth of information about the survivor; hence, the assessment is an on-going process that continues throughout therapy.

The primary vehicle of change is the bond between the therapist and the individual. In our experience a group of survivors that share significant impairments of trust, self-worth and autonomy are unable to function at a level to influence change. The group serves more in a support function creating a safe environment for processing the intervention. In process, individuals share their success and encourage others to take the same risks of revealing themselves.

So that others may come to understand these individual interventions a case study will be presented. The patient is a 22 year old Caucasian female by the name of Melissa. The intervention took place during her second psychiatric hospitalization. The current hospitalization was precipitated by increased feelings of depression and suicidal ideation. Melissa had become more distressed as she addressed her history of sexual abuse in outpatient therapy. At approximately age 6 Melissa was sexually molested over a period of about 18 months by an 18 year old neighbor. After gaining her trust, the perpetrator used intimidation and threats against her family to force her to engage various sexual acts and to gain her silence for many years. Melissa had disclosed the abuse about one year prior to the present treatment episode but her parents found it difficult to believe her and minimized the situation. It is noteworthy that the perpetrator had maintained a relationship with Melissa's father to the present time as a golf partner. Upon admission, in addition to Melissa's depressive symptomology she complained of flashbacks and nightmares about the abuse, and she described intense feelings of anger that she feared losing control of.

Psychological testing described Melissa as suffering chronic depression and unexpressed hostility. She was seen as immature and expected to vacillate between pitying herself and blaming others for her difficulties. She used denial and depression to keep strong control of her unexpressed hostility and was likely to be seen by others as accommodating and needy of attention. Finally, she tended to be perfectionistic, compulsive, and somewhat rigid in her thinking.

The psychosocial history described Melissa as a university student presently living with her parents during summer vacation. She is the middle child in the family. Her older brother is married and living out of state and her younger sister continues to live with the family. Her parents were married approximately 25 years and had maintained their current residence at their home for approximately 16 years. Melissa was active in extracurricular activities at school and was planning to marry her current steady boyfriend when he finishes law school.

During the initial session of experiential therapy Melissa appeared compliant and eager to please others. Although she seemed initially rather anxious with adult males, the group activities seemed to reduce this anxiety significantly. She exhibited above average coordination and physical abilities but seemed rather insecure and unwilling to take risks. During processing, her comments about herself were superficial and unrevealing. Developmentally, she appeared to be fixated at the industry vs inferiority stage. This stage is typically resolved during the years of about 6 to 12.

During Melissa's second session of experiential therapy she completed a group activity and a high element activity. During processing she revealed that the current relationship with her boyfriend was at times physically abusive and verbally degrading. Melissa believed that she deserved such treatment by her boyfriend.

In order to elaborate more fully the therapeutic effectiveness of experiential methods we will describe in detail the intervention designed for Melissa. It took place during her third session of experiential therapy. To complete the intervention, Melissa performed the following activities sequentially: 1) inclined log, 2) burma bridge, 3) two-line bridge, 4) balance beam, and 5) zip wire. These high elements were constructed approximately 18 feet above the ground, and are described fully by Rohnke (1989).

Prior to beginning an intervention we ask participants to develop and verbalize therapeutic goals associated with each activity. Melissa's goals were to develop and feel courage while she walked the inclined log. Successful completion of the burma bridge was associated with feelings of being able to successfully express herself. While on the 2-line bridge she would actually express her thoughts and feelings about her abuse issues. While walking the balance beam Melissa was working toward developing a sense of determination and trust in herself. The excitement and thrill of flying through the air on the zip wire was framed as her reward for the successful completion of the previous elements. It is emphasized that not only did Melissa verbalize her goals prior to beginning the intervention but she was also asked to verbalize her goals and even speak about her abuse while on the element. Not only are the elements used as metaphorical representations for real life events but the physical requirements associated with experiential methods actively intervene in the dissociation exhibited by most survivors.

The following is a transcript of what Melissa and the therapist said while Melissa walked across the two-line bridge:

Melissa: I want to tell you I was sexually abused.
Therapist: By whom?
Melissa: Deleted name of perpetrator.
Therapist: How old were you Melissa?
Melissa: Six.
Therapist: I know it may be hard to talk about, but what did he do to you?
Melissa: He used to ... He used to touch me a lot. He just started out by being my buddy.
Therapist: I can't understand how this could happen. Your Mom and Dad were around ... supervising?
Melissa: No, they never saw it. They never saw it. They only saw him when he was nice.
Therapist: He was ... not nice when he was doing this?
Melissa: No!
Therapist: How did he convince you to let him do it?
Melissa: He did it cause he wanted to. It didn't have anything to do with me.
Therapist: He just forced you?
Melissa: Yeah.
Therapist: Were you afraid?
Now you're getting over some of those fears?
Melissa: He told me that he'd hurt my dad if I told. (Begins to walk.)
Therapist: How come you never told anyone?
Melissa: I didn't want him to hurt my dad. I was scared something would happen to him (child-like voice). That's why I protected him for so long.
Therapist: Keep breathing. Watch your target Melissa. Remember, strong and proud.
So, if you could say something to _______ nowadays, what would you say to him?
Melissa: I hate him. I'd tell him, I hate you.
Therapist: How would you say it to him?
Melissa: I hate you!
Therapist: Louder.
Melissa: I hate you!
Therapist: I'm not going to let you control me anymore (soft voice).
Melissa :I'm not going to let you control me anymore.
Therapist :Say it like a strong person.

Melissa: I'm not going to let you control me anymore (said loudly).

After Melissa completed the zip-wire she processed the experience with the therapist. The following is a transcript of that processing:

Melissa: You know, I kind of forgot what I was doing. I didn't forget my goal, but I got my mind on what I needed to accomplish so much that I didn't even think about my fear. I just thought about I need to get this done.
Therapist: What did you feel building on the inside? Courage? Determination?
Melissa: Both really, I felt really determined, no matter what anyone was going to think.
Therapist: That's usually what got in your way, right?
Melissa: Yeah.
Therapist: What was going on in your head?
Melissa: It didn't matter. I could trust myself, and I knew the truth, no matter what it was.
Therapist: When you were talking about what happened, what did you feel?
Melissa: I felt strong. I didn't feel scared. I used to feel real scared, I didn't want to talk about it. I'd feel ashamed. I didn't feel that. I felt strong and angry too.
Therapist: How is this going to help you?
Melissa: I think it will remind me I can trust myself and I need to take care of me. I think it will help me feel a strength in me.

Melissa's changes of attitude are reflected in her words. She now expresses enhanced self-worth and feels that she is strong and able to trust herself. These changes alone appear to support a very positive therapeutic change in Melissa. However, another important aspect of the intervention is not apparent in her words. This part of the intervention has to do with the dissociative aspects of Melissa's symptomology. Upon admission Melissa complained of experiencing flashbacks of the abuse. These flashbacks are dissociative episodes during which Melissa relived her previous abuse. Dissociation is quite disruptive to healthy functioning and should be addressed in the therapy of abuse survivors.

The dissociation was addressed in this intervention when Melissa was asked what she might want to say to her perpetrator while she walked the two-line bridge. Melissa began to speak in child-like tones, her facial expression seemed more child-like, and as indicated in the transcript she shifted to the present tense as she told the perpetrator of her feelings about him. These cues indicate that dissociation had taken place. The intervention addresses and desensitizes Melissa to those components of the abuse that were dissociated and not readily available to her adult ego-state. Descriptively, it could be said that the intervention allowed adult resources (determination, trust-in-self, assertiveness) to be applied to an old problem, and is very similar to the behavior therapy described by Wolpe (1969).

Another aspect of the intervention that bears further comment is the use of anger with survivors. Melissa was able to verbalize her anger about the abuse and direct it at the perpetrator instead of herself. As Ross (1989) reports, survivors of abuse frequently make a cognitive error; namely, that it is wrong to show anger. When overgeneralized into adulthood this belief supports such pathology as self-destructive behaviors, depression, and compulsive behaviors (Ross, 1989). Hence, during our interventions we strongly urge survivors to express their anger and redirect it toward their perpetrators.

It has been our experience that these experiential interventions remain powerful reminders of the new beliefs formed by survivor even after the termination of treatment. Although long term follow-up has not yet been conducted with Melissa we do have available short-term follow-up in the form of an unsolicited letter written to the therapist. Approximately 45 days subsequent to the intervention Melissa wrote:

> The things I learned on S-TEAM (name of experiential program) I really learned - like trusting my judgment - liking myself - respecting myself and my feelings and that I am strong and proud! I have been able to really draw on those experiences - and they have reminded me that I'm okay.

Also in the letter Melissa wrote that she had terminated the relationship with her steady boyfriend who had become abusive and degrading to her.

In summary, we would emphasize that experiential methods are a powerful medium for the therapist to work within. The methods described in this article can be used in a wide range of therapeutic environments and presenting problems. With proper training they can be adapted to fit most therapeutic philosophies of treatment.

We have adapted these tools for use with multi-family group therapy and a variety of outpatient therapeutic support groups. To apply these interventions successfully we recommend that the therapist have a strong clinical background and familiarity with experiential methods.

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PROJECT CHOICES: UPDATE ON
EFFECTIVENESS OF ADVENTURE ACT
USED FOR TREATING ADDICTIONS [1]

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Introduction and Overview

The use of adventure based programming with adjudicated youth has recently been discussed in *The Journal of Experiential Education* (Durgin, & McEwen, 1991; Sakofs, 1991; Wichmann, 1991). Each of these articles described short term (24-30 day) programs with adolescents referred by the court system and each used different methods of assessment. All of the authors affirm the value of adventure programming for treating adjudicated youth and each article offers suggestions for improving the treatment or evaluation of such programs. Indeed the use of adventure activities is gaining more credibility for treating both adolescents and adults. (Bacon & Kimball, 1989; Gass, 1991b; Gass & McPhee, 1990; Gillis & Bonney, 1986, 1989; Gillis & Gass, 1991; Schoel, Prouty, & Radcliffe, 1988).

Wichmann (1991) presents a theoretical model of change based on "widely accepted practices ...supported by a growing body of descriptive research" (p.48). His model uses elements of a primary peer group and instructors, group process ("the Circle"), and interpersonal stress as input elements into a program of challenge which leads to interpersonal problem solving through individual consequences. The outcome of his model is increased group cohesiveness and reduced antisocial behavior. He advocates for an emphasis on teaching clients interpersonal problem-solving skills in addition to group processing skills by allowing students to take more responsibility for the group process and gradually having control of it.

Durgin & McEwen (1991) argue for the necessity of community follow-up for programs which work with adjudicated youth noting it would be unethical to do otherwise. They note through qualitative results that many young people are just beginning to make changes when a course terminates. The authors make recommendations for independent living placement of young people for whom returning to a negative home environment is impractical or "booster shot" mini weekends which might include family or peers to help improve the lasting effects of positive changes made the short term programs.

Project Choices is Project Adventure's program for adjudicated youth drug abusing adolescents.with drug abuse problems (Gillis & Simpson, 1991). The program attempts to incorporate many of the "widely accepted practices" into a successful program for treating drug abusing adolescents.

Project Choices

Project Choices is an adventure based treatment program for court involved youth who display significant alcohol and/or drug abuse behavior. The first 16 week session began in September, 1990 and in the past year four groups have completed the program.

Project Choices uses adventure based counseling to help clients (1) develop increased self esteem, (2) learn positive coping skills, (3) improve relationships within the family, and (4) value their ability to live drug free when returning home. These goals are achieved through positive interactions with a firm but understanding staff along with caring confrontation of negative behavior and natural consequences given by a group of peers whom suffer from similar addictive problems.

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[1] **Project Choices** is administered by **Project Adventure, Inc.**, Covington, GA, USA. Funding for Project Choices is provided by a grant from the **Division of Youth Services**, State of Georgia, Atlanta, GA, Marjorie Young, Director.

Clients are taught to understand group process and are gradually given more control and responsibility for designing individual consequences for inappropriate behavior. Attempts are made to help clients transfer these skills into other aspects of their life by increasing their ability to trust their own judgement to make positive decisions. Development of trust is accomplished through activities which promote cooperative behaviors among clients and parallel the 12-step approach to recovery. Several of these activities are described in this paper.

Family/group dynamics are a primary focus of the Project Choices program. A family atmosphere is created through the use of placement homes and placement home counselors who serve as "house parents" throughout the treatment and transitional aftercare program. More importantly, clients' family members are included in weekend programming during the treatment and transitional aftercare program.

Finally follow-up is key to the success of the program. Treatment staff working in conjunction with court service workers and family members help the client make positive contacts back into their home community while in the transitional aftercare phase of the program so that they can return to a more positive home environment. Should the home environment be determined to reduce the client's chance for success, a decision is made to place the client in an independent living situation monitored by Project Choices. We have found outcome positively related to making good choices at admissions. Clients who voice a problem with alcohol or other drugs and who do not identify themselves as drug dealers have been found to be most amenable to treatment thus far. The Division of Youth Services of the Department of Human Resources in the State of Georgia (USA) have admissions criteria which our grant funded program must meet.

Admissions criteria.

Project Choices clients meet the criteria for drug abuse from the Diagnostic Statistical Manual - Revised (DSM-III-R) and includes a maladaptive pattern of substance use that includes either (1) continued use despite knowledge of having social, occupational, psychological or social problems or (2) recurrent use in situations that are physically hazardous (American Psychiatric Association, 1987).

Most clients are interviewed while in custody at a Regional Youth Development Center (RYDC) in Georgia. During the interview process background information is gathered to (1) determine if the potential client meets admission criteria and (2) to assist in the design of an individualized treatment program. Once accepted into the program, clients are under the daily supervision of treatment counselors assigned to the 8 week treatment phase of the program. The clients reside in Project Adventure placement homes during the eight week treatment and eight week transition program. Each placement home and each transitional aftercare home houses up to six clients and is staffed by a placement home counselor.

Treatment.and transitional aftercare.

Each treatment day begins with a morning meditation along with individual and group (behavioral) goal setting and includes various group sessions during the day ("calling group") or "debrief". The debrief is a discussion of the processes by which individual and group goals have been met or not met and strategies to improve performances.

Through the use of adventure activities, the group is guided sequentially through simple group and individual tasks to more creative and complex problem solving. The group activities and debriefings are a major therapeutic aspect of the program. Negative behavioral consequences are determined by the group and treatment staff and range from a behavioral contract to removal from the program. In addition, the odd numbered weeks (1, 3, & 5) are spent camping out with the fifth week spent in a wilderness environment.

Clients completing the eight week residential treatment program move into the transitional aftercare phase of the for a minimum of two months (8 weeks) to a maximum of one year. The focus of transitional aftercare is continued recovery through increasing family involvement, practicing relapse prevention skills, exercising independent living skills, and participating in traditional school, GED preparation, or employment.

While residing in transitional care, clients are involved in the following activities: (1) attending a multicultural group once a week, (2) attending a relapse prevention group once a week, and (3) attending a focus group with their own gender. The transitional care program integrates the 12 Step model of AA/NA on a daily basis.

Family participation is encouraged through visits by the family to the placement home , through the client's weekend passes home, and through weekend family workshops at Project Adventure. As noted above, upon completion of transitional care, clients return home or are placed in an independent living situation.

Adventure activities for treating addiction

The Project Choices staff has found a number of adventure activities useful for supplementing the lectures and activities of the treatment and aftercare portions of the program. The majority of these activities are detailed in Rohnke's books (1984, 1988, 1989, & 1991). The lecture topics and corresponding activities are outlined in Table 1 below. The reader is referred to Gass (1991a) and Gass & Dobkin (1991) for a detailed explanation of how to set up activities as metaphors for treatment issues and specific examples of metaphors useful for treating addictions.

Table 1
A sampling of adventure activities that compliment Steps 1-3

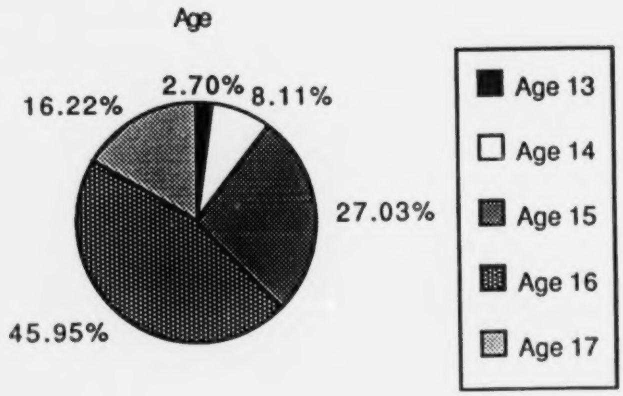
Lecture Topic	Adventure Activity
Step 1 : We admitted we were powerless over alcohol - that our lives had become unmanageable	Quail Shooters Delight Human Knot Blindfold Line-Up Maze Any activity designed for failure
Step 2: Came to believe that a Power greater than ourselves could restore us to sanity	Trust Fall sequence Minefield Any activity that requires a group to be successful (e.g. Mohawk Walk)
Step 3: Made a decision to turn our will and our lives over to the care of God *as we understood him*	Belaying on high course Cat Walk

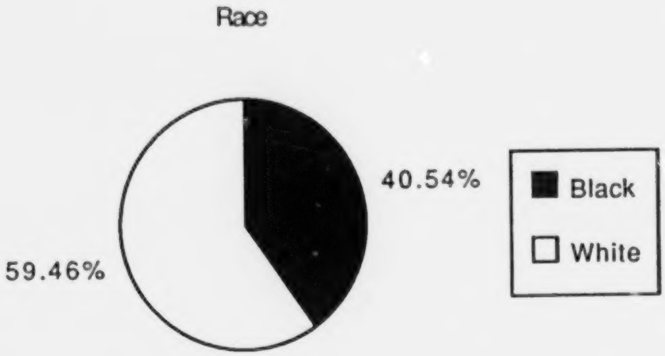
The Project Choices treatment staff uses a model of adventure based counseling that relies more on the debriefing of activities for helping clients "see" the connection of the activity to the addiction concept (Shoel, Prouty, & Radcliffe, 1988) than on setting up the activity (framing) as a parallel to a treatment concept (Gass, 1991a).

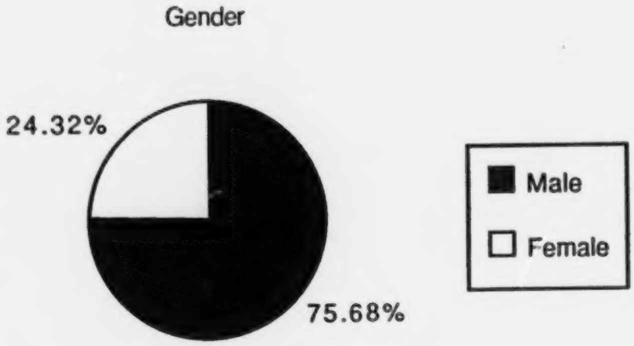
Evaluation Results

Participant characteristics.

In the first four groups,37 clients completed the eight week treatment program, and 36 of the 37 clients completed (at least an) eight week transitional aftercare program. Demographic information on the 37 clients is provided in the pie charts below. Project Choice's clients mirror available national figures which indicate that 93% of juveniles in correctional facilities are male, 58.2% white and 41.4% are black (Bureau of Justice Statistics (BJS), 1990). The average age of the Project Choice client was 15.65 with ages ranging from 13 to 17 years.


Age
2.70%
8.11%
27.03%
45.95%
16.22%
Age 13
Age 14
Age 15
Age 16
Age 17

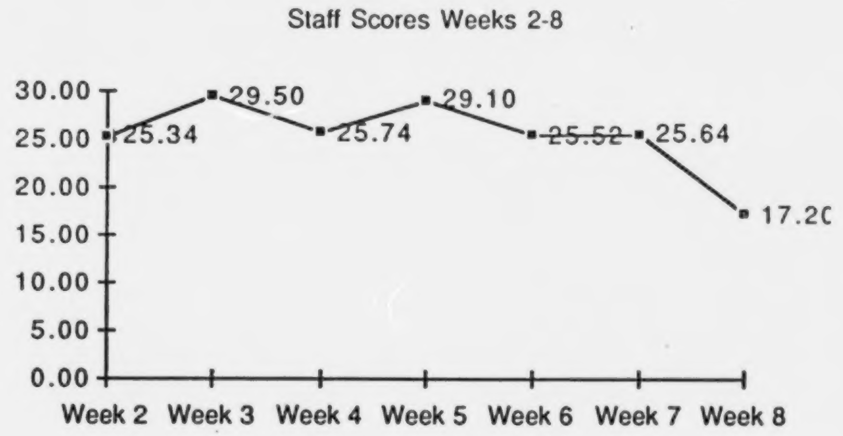

Race
40.54%
59.46%
Black
White


Gender
24.32%
75.68%
Male
Female

Fifty one percent (51%) of the clients have only one biological parent in their home which also mirrors the national average (BJS, 1990). Clients have committed an average of 5.27 offenses including the admitting offense(s) and violations of probation with over 50% having committed more than five offenses. This number of previous offenses is slightly higher than the 43% of incarcerated juveniles who have been arrested more than five times (BJS, 1990). Seventy percent (70%) of the clients thus far have had no previous hospitalization for drug or alcohol treatment.

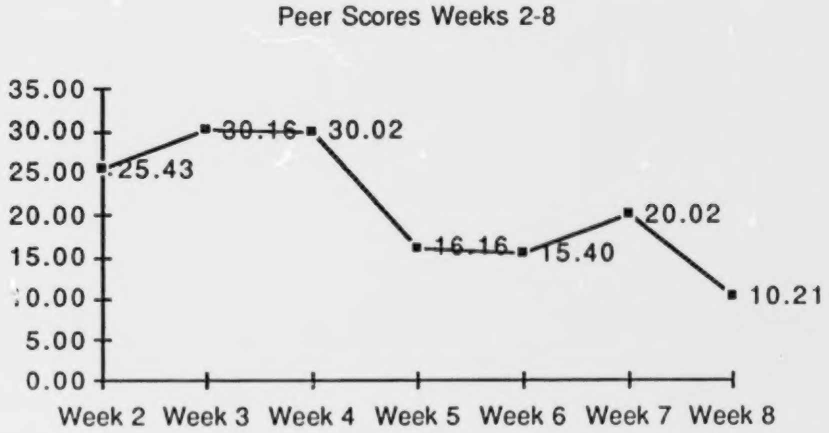
Behavioral measures.

Staff. The Revised Behavior Problem Checklist (RBPC) (Quay & Peterson, 1987) was used by both counselors as a weekly measure of each client's behavior during the treatment phase of the program. The conduct disorder scale of the RBPC was used for evaluation of client's behavior as it was thought to be indicative of the primary problem which lead many of the clients begin to use drugs in the first place. Sample items on this scale included (1) "Disruptive; annoys and bothers others;" (2) "Selfish; won't share; always takes the biggest piece;" and (3) "Blames others; denies own mistakes." Average conduct disorder scores measured by staff are graphed below .



Statistical analysis (ANOVA) for repeated measures revealed an overall significant difference in the scores on the staff's behavioral ratings over time (*F* 6, 144 = 3.87 *p* = .0013). Significant differences were found to exist between Weeks 2-7 and Week 8 demonstrating that the counselors noticed specific behavioral changes in the clients over the eight week treatment program.

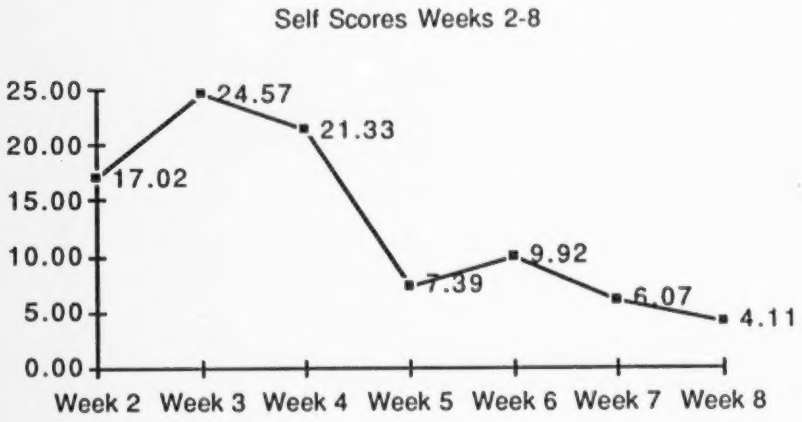
Peer. A peer behavioral rating was also used as a method of measuring the global behavioral change taking place among clients in the program. Each client was asked to rate every group member on a scale of 1-100 ("Give each person a 'grade'.") with the higher score indicating more negative behavior. Average scores for peer ratings are graphed below.



Statistical analysis (ANOVA) for repeated measures revealed an overall significant difference for time in peer ratings for the treatment phase of the program (F, 6, 36 = 5.66, p = .0003). These ratings reveal that the clients noted a difference in the behavior of their peers from week to week. There was a significant difference between Week 2 and Week 8 noting that clients' behavior had improved from the first to the last assessment.

Peer ratings at Week 7 increased from their level at Week 6 and then decreased significantly during the final week. Week 7 followed the family weekend. Perhaps the ratings reflect both the anxiety raised when family members participated in the treatment program and to the excitement among the group prior to completion of the treatment phase. It is interesting to note that the staff measures which were more specifically related to behavior and did not reflect a single global score, did not reflect the same rise in negative behavior at Week 7.

Self. Self behavior ratings reflect the average score clients gave themselves each week while they were also rating their peers. Self scores are graphed below.



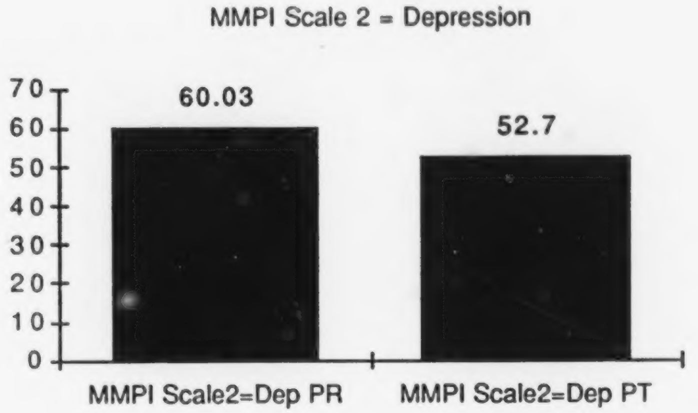
Statistical analysis (ANOVA) for repeated measures revealed an overall significant difference for time in self ratings for the treatment phase of the program (F, 6, 36 = 3.35, p = .0101). These ratings reveal that the clients noted a difference in their behavior from week to week.

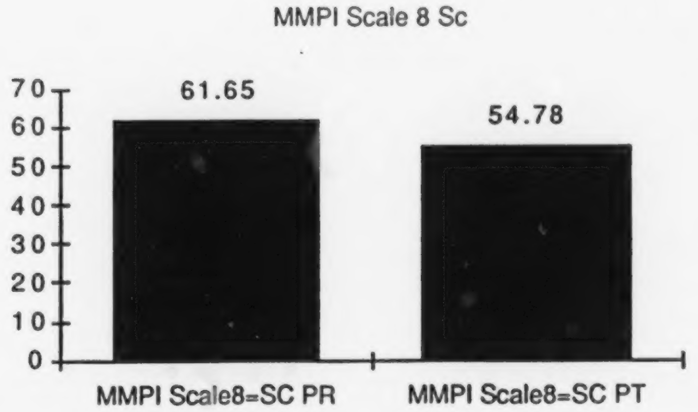
The same increase in behavior rating occurred following Week 6 (family weekend) in the self scores that occurred in peer scores. Again, in consultation with staff (despite their average behavioral rating) these scores were thought to reflect the anxiety many clients felt after having their parents involved in treatment (or in some cases not having their parents attend the weekend session). The self rating score may also reflect clients' anxiety about the transition to the (relatively) less structured aftercare program which would come at the end of Week 8.

Contributing to the client's treatment and academic success are other variables which have been assessed prior to and following the initial treatment program. These variables include personality factors, and self report of depression.

Standardized measures

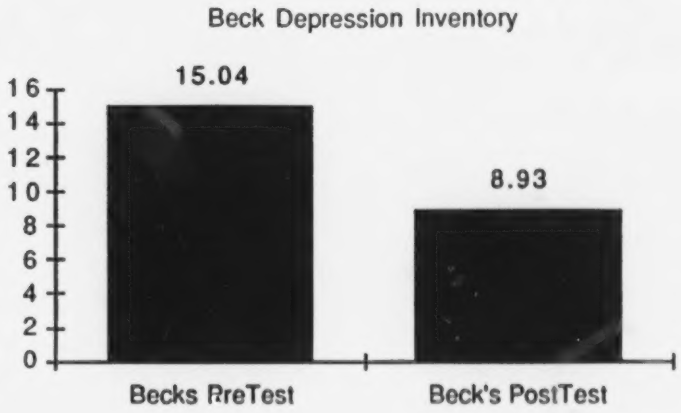
Personality measures. The Minnesota Multiphasic Personality Inventory (MMPI) (Hathaway & McKinley, 1982) was used as a both a treatment planning instrument and a pretest-posttest indicator of treatment effectiveness. The significantly different pretest and posttest subscale scores are included below.


MMPI Scale 2 = Depression


MMPI Scale 8 Sc

The decreases in scales of (1) depression (Scale 2:D; Pre M=60.03, Post M=52.70, F 1, 72=7.70, p=.007) and (2) disorganized thinking (Scale 8: Sc; Pre M=61.65, Post M=54.78, F 1, 72=5.42, p=.02) could be interpreted that the clients are learning some skills to handle their sad feelings related to alienation from their families and their past failures in school and with DYS.

Depression measures. The Beck (1990) Depression Inventory was used prior to (pretest) and following (posttest) the treatment phase of the program.



Note that the two scores were significantly different (F 1, 54 = 6.59, , p=.01) and did decrease when measured prior to and following the treatment phase of the program. These scores indicate that clients perceived themselves in a more favorable light following participation in the treatment program than they did when they arrived.

Limitations

Through an evaluation of behavioral and self reported personality and depression changes this program appears to have a positive effect on the 37 clients who have participated thus far. Nevertheless from a research standpoint, these findings lack many of the qualities that could underscore the validity of the program evaluation. These limitations include the following points: (1) There was no randomization of treatment since clients were screened for meeting criteria for drug abuse from a population of incarcerated youth in the juvenile system of the State of Georgia; (2) No control group was used with which to compare the behavioral or self report measures included in this evaluation; (3) Using multiple scores from the same test (MMPI) and evaluating them separately with t-tests or ANOVAs can produce changes by chance which might not exist in reality; and (4) As this evaluation was conducted on the first four groups in treatment, small changes in format and content of the programming which took place from the first through the fourth sessions may have contributed to history effects that influenced the outcome. The programs, while very similar in content, did contain slight differences. Despite these limitations evaluation of the program will continue in an attempt to maximize treatment effectiveness.

Summary and recommendations

Project Choices is designed to utilize the best that adventure education and traditional drug treatment have to offer. Both the observed behavior and self reported attitudes related to change resulting from participation in this action oriented, residential treatment program have been evaluated. The data suggest that we are on the right track.

Maintenance of these positive changes following discharge from Project Choices and throughout the client's lifetime is the conclusive test of our work. We plan to continue sharing our results in hopes of benefitting from the scrutiny and profiting from the feedback we receive.

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FAMILY ADVENTURE QUESTIONNAIRE: RESULTS AND DISCUSSION[1]

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Abstract

This article presents the results of a survey conducted with 44 adventure programs working with families. To chart a course for the future, a map of the current landscape is constructed. The following four program formats are offered as landmarks: recreation, enrichment, adjunctive therapy, and primary therapy. The discussion presents a dialogue amongst the authors about the state of the field with recommendations offered to guide research and practice in family adventure programs.

Introduction

The use of adventure activities has been growing within the therapy field (Bacon & Kimball, 1989; Gass, 1991a, 1991b; Gass & McPhee, 1990; Gillis & Bonney, 1986, 1989; Gillis & Gass, 1991; Schoel, Prouty, & Radcliffe, 1988). One such area of growth has been in the use of adventure programming with families. Gass (1991) has outlined how adventure strategies integrate with strategic and structural approaches to family therapy. Gillis and Bonney (1989) have discussed how adventure activities can fit within a psychodrama format. Gerstein and Rudolph (1989) and Gillis and Bonney (1986) have documented the use of strategic family approaches for adventure curriculum, while Mason (1987) has acknowledged the influence of Whitaker's family therapy approach in her work.

As Gillis and Gass (1991) have observed, those who first used adventure activities in marital and family therapy found this integration to show promising potential. Information is lacking, however, regarding the current scope and practice of professionals who work with couples and families in adventure settings. Where do adventure activities best "fit" in the therapeutic process? Are adventure activities being used more as tools for enrichment, as an adjunct to traditional marriage and family therapies, as a technique in traditional therapy, or as a whole new perspective on therapy??

Gass and McPhee (1990) surveyed adventure programs working with chemically dependent populations and identified referral sources for clients as well as describing program characteristics, financial arrangements, staffing characteristics, and program research. Their procedure proved useful for determining the state of the field with regards to work with chemically dependent clients. A similar approach has been adopted for this survey. The purpose of the survey is to answer questions about the various formats (e.g., hours, one-day, weekend), environments (e.g., ropes course and wilderness), and populations (e.g., enrichment and therapeutic) currently being used by practitioners working with couples or families. It is hoped that from this information a map of the field can be constructed with recommendations to guide further study and practice.

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Method

Subjects.

Forty-four programs in the United States were identified as using adventure experiences with families. This group was targeted through a compilation of lists that were acquired through Gass & McPhee's (1990) survey, provided by several agencies involved in adventure treatment programming, generated by practitioners, and collected in family adventure related workshops conducted at the annual convention of the Association for Experiential Education (AEE). A master list exceeding 300 programs was developed and each was sent a cover letter, a four page questionnaire, and a self addressed envelope. From that mailing, 44 programs returned questionnaires identifying themselves as working with families. Two of those questionnaires contained incomplete.data and were not included in the final sample.

Questionnaire Development

The Gass and McPhee (1990) survey was used a basis for developing the family adventure questionnaire. Information was gathered on client population, program, finances, staff, and research. In most cases, respondents were asked to report answers in percentages so each category would add up to 100%. Figures are provided to highlight major findings of the survey.

Results

Client Information

As noted in Table 1 below, the majority of families served by family adventure programs are step families followed by single parent families, intact families, parent-child dyads, and couples. Those who responded to the "other" category described their clients as adoptive or foster parents. Figure 1 illustrates these percentages by mean scores.

Table 1
Average Percentages Reported for Clients Served

Client population	Mean	Std. Dev	N
Step Parent Families.	26.98	(22.35)	42
Single Parent Families	21.64	(20.74)	42
Intact Families (never divorced).	19.12	(18.71)	42
Parent-Child Dyad	16.24	(24.02)	42
Couples	9.21	(17.57)	42
Other:	1.38	(5.21)	42

Figure 1

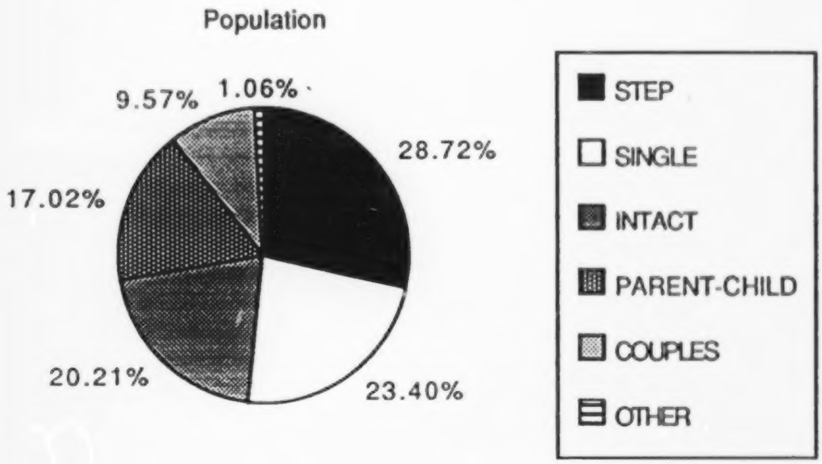
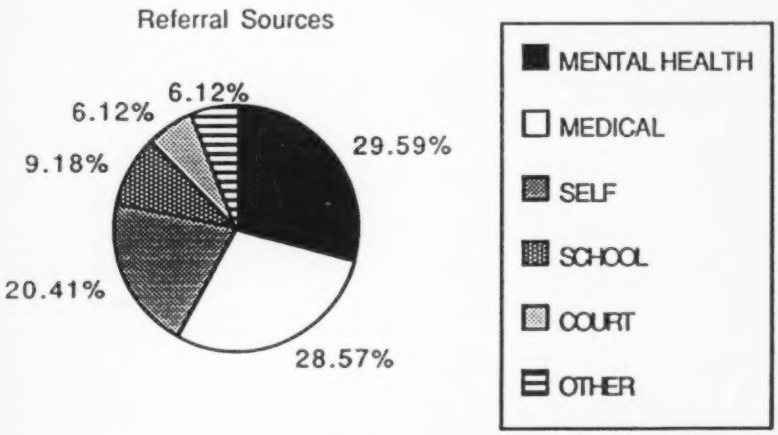


Figure 2 represents the source of referrals reported in the survey. As noted, the source of programs' primary referrals were mental health or medical staff. This reflects the fact that most family adventure programs spent the majority of their time in specific hospital or treatment centers through inpatient programs.

Figure 2



Programs reported that they worked almost exclusively (90%) in a multi-family format. More than one half of these programs (59%) grouped families based on specific characteristics. Clients were grouped on substance abuse issues (81%), conduct disorders (31%), age (19%), and abuse or violence issues (15%).

The ages of the youth in the programs ranged from 9.6 to 21 years while adult ages ranged from 24.4 to 57.2 years of age. Eighty percent of the respondents screened for physical or psychological limitations. The primary method of screening used was a verbal interview with the family (30%). Other methods listed included a review of the medical chart (15%) or a questionnaire completed by the family (15%).

Program Description

Location. Respondents were found in the following states: Texas (10), followed by Colorado (4), California (3), Florida (3), North Carolina (3), Georgia (2) Louisiana (2), and Ohio (2). One response each was received from programs in Connecticut, Idaho, Indiana, Massachusetts, Missouri, Maryland, Minnesota, New Jersey, Oregon, Tennessee, Wisconsin, South Dakota, and Utah.

Length of program. The average family adventure program had been in existence for a little more than three years (3.02). Seven of the programs had been operating for less than one year, while nine had operated from 1 to less than 2 years, eleven for 2 to less than 3 years, ten for 3-4 years, six for 5-8 years and two programs reported to have been in existence for 12 and 14 years respectively.

Characteristics. Most family adventure programs worked with a specific hospital or treatment center (69%). Fifteen percent responded to the "other" category and listed outside referral sources, educational institutions, outdoor programs, and miscellaneous groups (e.g., church, youth service, and probation) as the source for their clients. Programs reported the majority of their work was being done with inpatients (61%) while outpatients accounted for an average score of 35%.

Most of the programs (70%) characterized themselves as being therapeutic in function with only 25% describing themselves as preventive or serving an enrichment function. The majority of the families served (79%) were in traditional counseling/therapy in addition to the family adventure program.

The family to staff ratio reported by in the survey was 4.1 families to 1.6 staff. When asked for the number of participants to staff, the ratio was 11.4 group members to 2.7 staff members.

Length, number, and content of sessions. Table 2 lists the average percentages reported for the length of each session and the total number of sessions. Note that the majority of sessions are between one and four hours in length and last for only one session. The reader is alerted to the wide variation of scores (i.e., standard deviation) in each column.

Table 2
Average Percentages Reported for Length and Number of Sessions in Family Adventure Programs

How **long** do your family adventure experiences last?

Each session:	**Mean %**	**SD**
1 hour	3.64	(15.25)
>1 hr - <4hrs	49.79	(45.68)
> 4 hr to a full day	34.95	(41.67)
overnight	11.60	(27.28)

Total **number** of sessions

	Mean %	**SD**
1 session total	36.50	(43.62)
2-sessions total	16.83	(30.24)
3-5 sessions total	29.05	(37.13)
6-10 sessions total	13.45	(28.64)
More than 10 sessions total	2.74	(15.47)

Respondents were asked to compare time spent indoors, outdoors (not ropes course), on ropes course activities, and in wilderness settings. The majority of total program time (60%) was spent in ropes course activities. When asked to compare time allocated to specific outdoor activities such as rock climbing, backpacking, hiking, boating, solo experience, or ropes course, again the vast majority of time (85%) was spent on the ropes course. When asked how time was allocated in session, respondents reported that an average of 23% of the time was spent in skill training (e.g., teaching communication skills), 46% of the time was employed participating in adventure activities, and 33% of the time was spent debriefing or processing the experience. Breaking down the ropes course portion of the program, respondents spent an average of 21% of their time in warm-up activities, 58% of their time on low ropes, and 18% of their time on high ropes. The rating of activities is presented in Table 3.

One half of the respondents reported that they followed up families in their adventure program. When asked what method was used, the largest percentage (38%) reported informal contact while 17% used questionnaires or surveys.

Table 3

Activities used by Adventure Programs Working with Families

This table indicates the percentage of programs that identified activities as useful in their program

Warm-ups:	%
Tag games (hug, blob etc)	46
Name game	24
Stretching	22
Group juggle	17
Various "New Games"	12
Trust circle/progression	10
Low ropes/initiatives	
Trust fall/sequence	32
Nitro crossing/acid river	27
Spider's web	24
Knots	22
TP shuffle	17
Trolleys	17
Wild woosey	17
Trust walk	15
Prouty's landing	12
Mohawk walk	12
Wall	12
Swinging log	10
High ropes	
Cat walk	46
Dangle duo	32
Pamper pole	17
2-line bridge	12
Climbing wall	10
Burma bridge	10

Goals. The survey asked respondents to list the top three goals of their program. These goals are listed in Table 4. Note that increasing communication skills, gaining insight into family dynamics, and building trust are the top three goals of most programs.

Table 4
Goals for Adventure Programs working with Families

This table indicates the percentage of programs that identified each goal as a focus of their program

	%
Increase communication skills	62
Insight/understanding of family dynamics	24
Establishing/building trust	21
Learning and/or acting out effective problem solving	19
Provide opportunity for families to relax and have fun together	17
Increase/facilitate family support for each other's contributions and skills	17
An opportunity to identify and act out new and different roles	12
To build relationship network with other families	9
Develop more effective life/family skills	9
Team building/cohesiveness/cooperation	9
Identify control issues: understand need to relinquish control / manipulation /codependency	9
Increased level of mutual understanding/respect	9
Practice/reinforce issues identified in family therapy	9
Safety: emotional, physical, personal, environmental	7
Provide family enrichment activities	7

Financial Arrangements

Respondents reported that an average of 39% of their clients paid an extra fee for participation in the family adventure portion of the program. The amount of the fee was a difficult question to answer since the responses varied widely in format. For example, 20 of the 42 (48%) reported no charge for their program. Of those who charged, the lowest fee was $20 per person per day and the highest fee was $120 per hour for a 15 hour course over three days (totaling $1800). There was very little agreement among the 22 who did charge as to the amount or structure of the fee.

Staffing Characteristics

When asked about the level of education attained by the staff, 26% reported staff with a doctorate degree, 81% reported staff with a masters degree, 71% reported staff with an undergraduate degree, and 33% reported staff with a high school degree or attending college. From the data gathered concerning degree areas, the predominant undergraduate degrees were in psychology, social work, and therapeutic recreation. The predominant masters degrees were in social work, psychology, therapeutic recreation, and counseling. The predominant doctoral degree listed was in psychology.

An average of 7.5 years of training was reported in adventure programming with the range of responses from 0 to 41 years. Respondents were not asked about specific family therapy training, but they were questioned about the family orientation that guided their program. Of those who responded, five listed themselves as Structural, four as Behavioral, and two each as structural/strategic, Ericksonian, and Satirian.

Program Research

Only 6 (14%) of the 42 programs reported that research had been conducted on their program. Four of those six reported that they were processing their data and had no results at this time. One respondent reported that families rated the family component highly and frequently cited it as the most important part of their overall treatment.

Discussion

The use of adventure programming with families has increased tremendously since the first documented program (Mason, 1981). Most of the programs identified by the survey have been operating for less than four years. The majority of programs are hospital based and used as part of the patient's stay at the treatment facility. The results of the survey offer a descriptive view of the field's current status. The results raise several issues that must be considered in order for family adventure programming to gain more acceptance for therapeutic application.

Recreation, enrichment, adjunctive therapy, or primary therapy?

Seventy percent of the programs describe their mission as therapeutic. However the level of therapeutic intent or duration probably occurs at a variety of levels. From the results of the survey, four distinct categories seem to have arisen. These categories are (1) recreation, (2) enrichment (3) adjunctive therapy or (4) primary therapy. These program formats are not mutually exclusive. The differences noted in the categories generally relate to (1) the level to which an adventure activity is tailored to address a particular problem a family is experiencing, and (2) the extent to which the adventure activity is the primary therapeutic modality. A brief description of each format is presented below.

Recreation. This format often typifies an engaging "one-shot" family adventure program that would use a "family day" or "family hour" format to complete its task in a single session. It would appear that the goal for such a brief experience would be to have families participate in activities so that they leave the experience with a "good" feeling. While it might be assumed that most of the families in a program with recreation as a goal might be the most non-clinical of the four formats mentioned here, this may not always be the case. The true goal of this approach, however, is not therapeutic in nature but is recreational. Generally steps are not taken to frame activities as metaphors related to any family issue. Whatever therapeutic benefits might occur would be related to the family.participating in the adventure activities.

Enrichment. This format would be characterized by structured sessions over multiple days that purposely address common relationship and/or family issues/problems selected from a predetermined agenda. The goal would be to use topic-focused skill building sessions (e.g., communication, trust, and problem solving) augmented by related or "isomorphic" adventure activities (Gass, 1991b) more specifically related to the skill being taught than tailored to a specific family's issue. The families in an enrichment adventure have chosen an experience in order to improve their relationships. The topic-focused sessions may run over several weeks allowing for integration of the material learned from session to session. A good example of the enrichment format is the first part of The Family Challenge (Clapp & Rudolph, 1990) since it teaches skills in communication and trust using didactic and experiential methods. The latter part of The Family Challenge, however, focuses more on using adventure activities tailored to specific issues the individual families are addressing in their traditional family therapy sessions. Since this approach would be an adjunct to traditional treatment, it would also be classified under the next category.

Adjunctive therapy. This format includes 1-4 day adventure experiences in conjunction with a more traditional treatment approach. Traditional treatment could include an individual's stay in an inpatient facility, an extended wilderness treatment program for an identified patient (IP), or family therapy in an office setting. The goal of this approach is to address family systems issues. An advantage of this approach is to have family members experience some of what the IP has experienced in treatment or possibly to have the family participate in an adjunctive adventure experience to get them "unstuck". One reason why families may attend this type of therapy is that a member of their family (IP) is in treatment. An example of this format in conjunction with treatment of adolescents is represented by Bandoroff (1992), Bandoroff and Scherer (1990), and Gillis and Simpson (1991). Like Bandoroff's Family Wheel program for conduct disordered adolescents, Gillis and Simpson's family weekends for chemically dependent youth and their families, and the latter part of Clapp and Rudolph's (1990) Family Challenge, the therapeutic interventions in the adjunctive therapy format are planned to parallel treatment goals of a larger program or traditional treatment format. The goal of adjunctive therapy is not necessarily to correct family distress during the adventure experience, however often the unbalancing that takes place can be used by traditional therapists as a catalyst for change. These programs also can augment or enhance the attainment of treatment goals set forth in the primary therapeutic modality. A well framed adjunctive therapy adventure experience can unbalance an unhealthy family system requiring a restructuring that leads to a healthier, more functional balance. In such a case, the therapeutic application of the adventure experience would make this format closer to the next category.

Primary therapy. This format of intervention could be part of a single therapy session, but is more likely multiple treatment sessions best recognized by the level of distress of the family (or families) involved, the specificity of the intervention for a particular family's problem, and the use of the adventure activity or sequence of activities as the primary change agent. It is possible to undertake this type of therapy in a traditional office setting although, the use of the outdoors and a low ropes initiative course can also be used. If using a multiple family format, the intensity of this intervention would likely require a one-to-one family to therapist ratio and families would need to share a very similar problem.

The following areas are suggested for defining a primary family adventure therapy program: (1) the goal(s) of the therapists are to make a lasting systems change in the family using adventure activities as a primary therapeutic modality, (2) the level of assessment done prior to the family therapy adventure experience attempts to narrow the focus to specific family issues, (3) the framing done prior to participating in a naturally isomorphic adventure activity is therapeutically intense (Gass, 1991b), (4) the sequencing of isomorphic activities by the therapist is focused in order to achieve lasting systems change in the family, and (5) the debrief is used by the family adventure therapist to punctuate the metaphor or to reframe inappropriate interpretations of the experience; the primary therapy has taken place while participating in the activity (Gass, 1991b). An example of a therapist attempting to achieve the level of intensity and specificity described here while keeping the experience with adventure activity as the primary therapeutic modality can be found in Gass (1991a).

Although 70% of the respondents in the survey described their program as more therapeutic than enrichment or assessment in focus, using the proposed differentiations might change their classification. This primary therapy format may be more of a goal than a reality at this point. As the data indicate, the majority of families in the programs surveyed are also in traditional family therapy, thus adventure activities are not being used as the primary therapeutic modality in these programs. Training and experience with family therapy and adventure therapy are both needed to reach the intensity of treatment discussed here.

Training in family adventure programming

A positive finding in the survey is that respondents reported an average of 7.5 years of adventure training among staff, however, the type of training and quality of training in therapeutic uses of adventure programming remains unclear. It is important to note that a majority of the programs reported their staff had advanced degrees in fields associated with mental health. However the availability of staff "cross-trained" in marriage and family therapy and adventure programming is still questionable. While the value and number of programs using family adventure therapy seems extensive, training in both the fields of adventure therapy and marriage and family therapy is difficult to find (Gillis & Gass, 1991). The "cross training" of both these fields seems to be lacking in academic settings or in institute formats. Most therapists that are trained in this manner have put together their own training programs through a combination of academic training in traditional family therapy and adventure education formats and experience with a number of families. In this light, it is possible that many persons in both adventure and family therapy fields do not take the "cross training" issue seriously enough. Marriage and family therapists are warned not to assume competence as adventure therapists from mere exposure to this field during a 1-5 day workshop on adventure counseling techniques as adventure leaders are also warned not to venture into family therapy without adequate training. One of the concerns with single event approaches to family adventure programs with distressed families, and without adequate follow-up, is that adventure leaders may do more harm than good. This is certainly a risk when a minimally trained adventure leader is conducting a family recreation experience with a clinical population under the guise of "therapy." Adventure activities can be powerful tools and can have both positive and negative consequences for clientele (Creal & Florio,1986). Adventure leaders are urged to adopt ethical stances of recognizing the boundaries of their competence and not venturing into therapeutic issues for which they are unprepared.

Activities useful for family adventure programs

It appears that the majority of family adventure groups spend their time on a ropes course, specifically low ropes course or initiative course and with the remainder of the time teaching relationship skills or processing the adventure activities. It is uncertain if this is the most efficacious treatment or simply the easiest to implement. Perhaps the ease of access to and training with ropes courses make them the most frequently used adventure activity of this survey.

It remains unclear which activities work best with which populations. As viewed in Table 3 it does not appear there are a particular set of adventure activities for working with families that are different from those used when working with adjudicated adolescents, addicts, psychiatric inpatients, or executives. Several respondents noted that any adventure activity could be used successfully with a family (or by implication, any population) depending on how it is framed. Perhaps practitioners have developed introductions to activities that are naturally isomorphic to family issues, but at this point, with the exception of Gass & Dobkin's (1991) publication, they have not been shared.

Other questions about activities need to be addressed. Are there activities that can bring up family issues too fast (Creal & Florio, 1986)? Are there populations or diagnoses for which family adventure is contraindicated (Gillis & Gass, 1991)? From the few, but varied, responses to the question of family orientation, research is also needed to discover which theoretical orientations are best suited for adventure programming with families or if family adventure programming is a theoretical approach in and of itself.

From this data it would appear that a family adventure program could be conducted with an initiative course or a "bag of tricks"/warm-ups (Rohnke, 1984, 1988, 1989, 1991). Much more work can be done to find ways to augment traditional family therapy with the action-oriented methods of adventure therapy and to use these methods in traditional group/family therapy treatment rooms (Gillis & Bonney, 1989).

Recommendations

The purpose of this paper is to describe the current status adventure programs working with families. A number of the results of this survey are encouraging. Respondents are reporting success with difficult and distressed families and the opportunity to expand this success to outpatient families and non-clinical populations is exciting. The task now is for the field to continue to evolve and for practitioners to continue to share their experiences. To that end, the following recommendations are offered:

1. Are the formats of recreation, enrichment, adjunctive therapy, and primary therapy adequate to describe the current state of the field? . What are the benefits and liabilities of categorizing programs in this way? Are there categories that are missing or mislabeled? Further investigation can include identifying programs that fit into the various categories discussed and identifying programs which might not be represented in this survey or in these categories.

2. It is exciting to see that the majority of staff in the field have a background in mental health. More "cross-training" academic programs and workshops are needed, however, to teach the skills of both approaches in an evolving manner. In addition, writings from the adventure therapy field need to be shared with the family therapy practitioners.

3. The relationship between traditional treatment staff and adventure staff in the family adventure programs located in hospitals needs further investigation. How well do the programs interface? What positive interaction and/or problems occur and are they hospital/clinic specific or universal? How can the interfacing of adventure therapy and other treatment modalities in hospitals be most productive? What is the best way to inform treatment facilities and the public of the benefits and utility of family adventure programming?

4. More research is needed to determine if there are adventure activities that are contraindicated for work with specific family groups or specific family dynamics and diagnoses. More sharing is needed to determine if there are natural isomorphic activities (Gass, 1991b) that "fit" family adventure and framing techniques that are useful when working with particular issues. Additional research and writing is needed to determine if family adventure programming has a better fit with one of the major family therapy theories (e.g., strategic, structural, transgenerational, communication or experiential).

5. The survey raises questions about the structure of family adventure programming. Is there an ideal session length? How many total sessions are beneficial? Might the length of sessions and total number of sessions be dependent upon the format used? What processing techniques might be most effective with family adventure programming? Are single family or multiple family techniques more indicated for some

formats? Are particular processing techniques (e.g., fishbowl technique, writing, or videotape) more effective with certain family dynamics (Nadler, & Luckner, 1992)?

6. It is encouraging to see that some follow-up procedures are being used in family adventure programs although the type and extent of such procedures remains unclear. How many follow up sessions should there be, at what intervals, and of what type (e.g., booster sessions, phone calls or questionnaires)? Practitioners are asked to share their positive findings and failings to determine how effective adventure activities are with families.

7. Some mechanism must be found within each aspiring family adventure therapist to reward a willingness to be challenge in an attempt to move their work to a higher, more effective level. It is clear that to do family adventure programming well in any format in the way outlined requires hard work at these levels. Will the rewards be monetary? Will therapy be briefer but more effective and lead to greater job satisfaction? Will colleagues recognize the "job well done"? Each must find their own internal or external reason to move toward the level of competence in this field.

8. More discussion is needed on the use of adventure activities as primary therapy. Is the field of family adventure programming developing a set of techniques that are useful in conjunction with a particular family therapy theory? Is family adventure programming as primary therapy developing into a philosophy of treatment in and of itself?

This article has attempted to construct a map of the field of family adventure therapy. Readers are invited to join in the map making with comments, suggestions, recommendations, and criticisms. It is only through sharing that this adventure avenue will discover if our bearings are accurate or need further refinement.

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PSYCHOSYNTHESIS AND ADVENTURE COUNSELING

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Abstract

A variety of psychological theories are used to plan and facilitate adventure group activities and counseling. As adventure counselors work to improve their facilitation skills and to establish adventure activities as an effective approach to group counseling, it is important that all potentially relevant theories are examined so that facilitators can expand their thinking, styles and interventions. One theory that may be particularly useful is psychosynthesis, developed by the Italian psychiatrist, Roberto Assagioli. The purposes of this paper are to briefly describe the basic concepts and principles of psychosynthesis and to suggest how they might be applied to the facilitation of adventure groups. The specific concepts discussed will be: the Self, subpersonalities, the "I", and identification and disidentification.

Introduction

Psychosysnthesis, a theory of psychological growth and functioning developed by Roberto Assagioli (1965, 1973), has rich implications for how leaders use adventure experiences to facilitate group and individual development. There are three reasons why psychosynthesis can be useful to adventure facilitators. First, as a theory of psychological functioning, it provides a way to think about counseling and the specific means to do counseling. Second, psychosynthesis is experiential by nature and lends itself well to the action-oriented needs of outdoor leaders. Gordon (1991) emphasizes the experiential aspect of psychosynthesis:

> I don't use "understand" here in the purely intellectual sense of the word. Psychosynthesis cannot be understood without *doing* . To gain this deeper understanding, to grasp the transformational possibilities of this approach, one needs to enter into the actual work, the real choices and the necessary skillful effort.

Third, because it is a transpersonal approach, unlike other psychological theories, it includes the experience of spirituality. An important reason to lead groups in natural environments is to facilitate experiences that are less likely to occur indoors, particularly "a sense of oneness, of joy, of truth, of connection to all beings, of connection to God" (Gordon, 1991). Experiences of the "spirit" can be integrated into the planning and practice of adventure programs, something that is not as easily done within traditional psychological theories. (This paper will not discuss the relationship of the spiritual aspects of the theory to adventure counseling. Readers interested in transpersonal psychology and outdoor education should see Brown, 1989.)

The Theoretical Concepts of Psychosynthesis

Many theories explain human behavior by separating internal human functioning into parts, elements or processes. Freud's id, ego and superego is probably the best known example. Berne described inner functioning and outward behavior in terms of three ego states: the adult, the parent and the child. Perls saw the interactions between the "top dog" and the "underdog" as accounting for the daily struggles that many people experience (Gordon, 1991). More recent contributions to the theory and practice of counseling also recognize the usefulness of thinking about the individual as engaging in "private dialogue" (Beck, 1976), "self-talk" (Ellis, 1962), interacting with "inner companions" and personal "subparts" (Mahoney, 1991) and "multiple selves" (Nichols, 1991).

Assagioli dramatically emphasized inner psychological parts or elements and their interrelationships because he noticed that "a great deal of psychological pain, imbalance, and meaninglessness are felt when our diverse inner elements exist unconnected side by side or clash with one another" (Ferrucci, 1982). He also noticed that an integration or synthesis of these elements was possible. The goal then of psychosynthesis is wholeness, the integration of the psychological elements in service of a person's deepest values and qualities.

Figure 1 shows the psychosynthesis map of the psyche. Rather than discuss the full model, this paper will introduce five of its key concepts: subpersonalities, the "I", the Self, and identification, and disidentification.

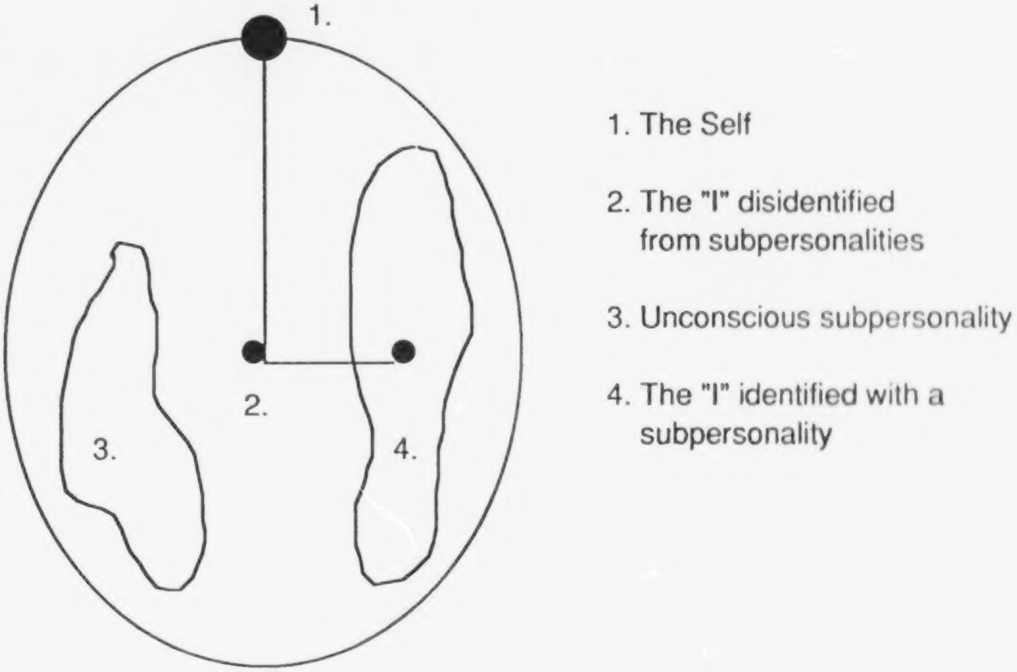
1.
2.
3.
4.
1. The Self
2. The "I" disidentified from subpersonalities
3. Unconscious subpersonality
4. The "I" identified with a subpersonality

Figure 1. The psychosynthesis map of the psyche.

Brief Overview of Figure 1

In the psychosynthesis view of the functioning of the psyche, the Self (also transpersonal or spiritual Self) is the true center of a person's identity and individuality, containing all the unique qualities and capacities. Realization of the Self is the goal of psychosynthesis (Gordon, 1991); however, normal daily consciousness is not of the Self, but of the "I", which is the reflection of the Self at the level of the personality. The personality is composed of numerous subpersonalities, and the daily working arena of the "I" is among the subpersonalities. When the "I" is identified with a particular personality pattern or role, then the person would report "this is who I am", "this is what I am thinking and feeling". As internal or external forces cause the "I" to disidentify with one subpersonality and to identify with another, the person experiences a different perspective and its associated thoughts, feelings, and physical characteristics.

Subpersonalities

Though we are socialized to think of ourselves as uniform, whole personalities, Assagioli believed that there is a crowd within each of us made of recognizable patterns among the contents of our consciousness. In psychosynthesis these are called subpersonalities.

> Subpersonalities are psychological satellites, coexisting as a multitude of lives within the overall medium of our personality. Each subpersonality has a style and a motivation of its own, often strikingly dissimilar from those of the others....Each of us is a crowd. There can be the rebel and the intellectual, the seducer and the housewife, the saboteur and the aesthete, the organizer and the bon vivant--each with its own mythology, and all more or less comfortably crowded into one single person. (Ferrucci, 1982).

The notion of subpersonalities is familiar in many forms of daily parlance and in current psychological thinking. Subpersonalities may be recognizable as the different roles we move in and out of daily such as child, teacher, spouse, boss, parent, student, lover, or friend. Family of origin theorists point to the often times lasting influence of the childhood roles we played in our original family system: hero, scapegoat, lost child, or caretaker. Bradshaw and others find it useful to talk about these family roles and the child within whose unmet developmental needs require reparenting from the "good enough" parent within (Bradshaw, 1988). Another example of subpersonalities is Perl's "chair work", which involves identifying conflicting parts of a personality and encouraging a dialogue between them to clarify the different internal perspectives and hopefully resolve the conflict (Perls, 1969). A subpersonality that is familiar to many is the "critic"--the internal voice that can nag, doubt, judge, question, belittle, or shame.

Gordon (1991) gives another example of subpersonalites and the features that characterize them:

> For example, let's imagine a woman with a "busy bee" type subpersonality. When she is identified with this subpersonality she focuses her attention and energies to the tasks at hand, whether at home or at work. Her outward behavior is brisk and competent. She is well-organized, and relatively confident in dealing with the usual problems that may crop up. Her inward experience is one of being mentally focused and absorbed; her feeling experience is generally neutral, with some happiness at a minor success and some discouragement at a minor mistake.
>
> Let's say the same person, however, also has a "rejected child" subpersonality. The inner components of this subpersonality include: mentally, circular and emotionally-charged thoughts about the wrongs done to the person (child); emotionally, there are strong feelings, often of hurt, anger, sadness, and/or fear. The physical component includes a stooped or hunched posture, inhibition of freedom of movement, shallow or interrupted breathing, etc. The outward manifestation is extreme defensiveness, lack of energy, high sensitivity to criticism, demanding attention, and moving frequently into one-up or one-down relationships with others.
>
> A person with these two types of subpersonalities probably feels her life is functioning fairly well as long as the busy bee is in charge at her workplace and when there is work to be done at home. If the rejected child makes only brief appearances when the person has indeed been rejected, then she may sustain a sense of inner and outer balance in her life. The busy bee side is in control; it needs to maintain control in order to keep the child from erupting! But if she finds herself identified with the rejected child more frequently while working, if the busy bee

> side gets stymied by the rejected child and work relationships become stressed and more difficult, the person will start to experience increased pain and imbalance, emotional swings, deteriorating work relationships, etc. (Gordon, 1991).

In Figure 1 the elements labeled 3 and 4 could be the "busy bee" and the "rejected child", respectively. As we become aware of our changing internal states during the day, we may identify several active subpersonalities, so the internal crowd may be much more complex than the figure represents.

A final point about subpersonalities needs to be made. Psycho- synthesis believes that each subpersonality is composed of levels, the deepest of which is an underlying positive quality that emanates from the Self. An important part of subpersonality work is progressively attending to and reowning the needs, drives and qualities represented at the deeper levels. This work can help synthesize the personality "by reducing the polarization between the subpersonality and other parts of our personality." (Gordon, 1991)

The Self and the "I"

In psychosynthesis, the subpersonalities are not the sum total of a person's identity, although they often dominate waking consciousness and although other theories assume there is little more to the psyche than the subpersonalities. Psychosynthesis suggests that the Self is the true identity of the person, the source of the highest aspirations, qualities, potentials, and transpersonal meanings. Realization of this Self as the central and guiding element of human functioning is the goal of psychosynthesis. The subpersonality work of identifying, accepting, and understanding the active personality patterns is, however, the first essential step towards this goal (Gordon, 1991).

The "I", which is the reflection of the Self at the level of the personality, is a primary element in the dynamic of that work. The "I" is our everyday source of personal identity, the focused attention of our awareness. "I am excited", "I am tired", "I am thinking about applying for that job" are statements from the perspective of the "I". The role of the "I" is the synthesis of the subpersonalities in conjunction with the other elements and in service of the highest qualities of the Self. The "I" is the potential director of the cast of characters that comprise the personality.

Identification and Disidentification

The "I" is characterized by awareness and choice. The three foci of awareness for the "I" are the Self, itself as a distinct part of the psyche, and the subpersonalities. If the "I" has focused awareness of the Self (relatively rare in our culture), we can liken that awareness to Maslow's peak experiences. If the awareness of the "I" is of itself, the personal experience may be of centeredness, humility, strength, power, and clear awareness (Gordon, 1991). If the awareness of the "I" is focused on one of the subpersonalities, then the experience is of that personality pattern.

Which aspect of the psyche is attended to by the "I" depends on the ability of the "I" to choose to focus its attention. In psychosynthesis terms, the "I" can identify with and have awareness of the various elements of the psyche. How much ability the "I" has to consciously choose to identify among the elements of the psyche depends on awareness of that ability and practice. When the "I" consciously chooses to move awareness from one element to another, that process is called disidentification followed by identification. The following example by Gordon (1991) makes the point clearly:

> For example, a woman is riding on a bus, studying an article for a class in school. She is identified with an inner pattern that includes her intellect, her student role; she is focused, concentrating, wanting to absorb information and master it. Then a man sits down beside her. He gives her a big smile, and then makes a knowledgeable remark on the article she is reading. She realizes he is familiar with this work and she opens up to him a bit.
>
> She is still identified with the first subpersonality, but is starting to bridge into another part of herself, having to do with her

> relationships with men. Now let's say this woman has a history of having been abused and victimized by men, and has a subpersonality pattern based on that abuse and victimization. It sometimes expresses as extreme anger or hostility. But usually it expresses through a pattern of allowing people, especially men, to push inappropriately past normal social boundaries. This victim subpersonality pattern is based on pleasing people so they will like her and be nice to her so she will be safe, will feel good inside, and won't get hurt. So when the man on the bus asks her, "Do you live around here," she answers truthfully, "yes." When he says "Oh! Me too! Where do you live?" she almost starts to tell this person she doesn't know, exactly where she lives. Her sense of self, her "I" function, has unconsciously shifted from being identified with her focused student subpersonality to becoming identified with her pleaser/appeaser/victim subpersonality.
>
> At the last moment she becomes aware that she is feeling scared. Inwardly she steps away from the sense of having to appease the man, and moves towards her "I". She chooses not to disclose to this man information which is too personal to tell a stranger (Gordon, 1991).

This example shows how the "I" can unconsciously shift identification from one subpersonality to another, in this case triggered by the man's comments and questions. It also shows that by becoming aware of a feeling, the "I" can consciously step back (disidentify) from the subpersonality that, in this case, might have ended up recreating a pattern of appeasement and possible victimization.

Applications of Psychosynthesis Concepts to Adventure Counseling

Leader Attitudes and Assumptions

The basic attitudes and assumptions that facilitators bring with them to adventure group work affect the quality of the interpersonal climate that is created, the depth of the relationships that result, the development of the group, and the growth that occurs for the individual members.

Psychosynthesis adds at least two facets to the vast literature on the relationship between positive therapeutic outcomes and the personal characteriestics of facilitators or counselors. For example, the assumption that each group member's personality is composed of several subpersonalities helps a facilitator see beyond persistent, single dimension behavior to the likelihood that other aspects of the personality can and will be revealed when conditions in the group are right. Persistent, single dimension behavior such as aggression, withdrawal, overuse of humor, seductiveness, or caretaking can affect group development, especially if the behavior is seen as the true or central identity of the person. A subpersonality perspective allows the leader to accept the behavior as purposeful, to encourage that subpersonality to express itself and its needs clearly, to seek conditions that will satisfy those needs, and to see the positive quality that is at the core of the subpersonality. The work to identify, understand, and accept personality patterns on the part of the individual and on the part of the group in support of the individual, can strengthen the habit of disidentification and improve capacities for the "I" to be aware of patterns and to choose responsibly among the behavior options available among the subpersonalities.

The concepts and assumptions of psychosynthesis can be presented to a group as a model to apply to their behavior to explore its usefulness. The withdrawn and sullen behavior of a fifteen-year-old ropes course participant can then begin to be seen by the group as a part rather than the whole of the person. The group can learn to offer acceptance, support, and challenge as the individual works to express thoughts, feelings and needs to himself and to the group. The positive quality underlying the withdrawn subpersonality (perhaps the desire to look deep inside for a needed inner resource) can be looked for and encouraged by the group.

The concept of subpersonalities can also help the facilitator and group members see interaction patterns in the group. For example, scapegoat, boss, rescuer, placater, and clown roles can be played out by certain group members consistently and largely unconsciously. The group can use the subpersonality model to step back from and examine the dynamic that has been established, without their awareness and choice, among these group subpersonalities. The group's understanding of the stages of group development and the needs of group members for power, control, dependence, or acceptance can be enhanced by using the concept of subpersonalities. The group can learn to integrate and synthesize its elements and resources in the service of the group's goals.

The facilitator can choose initiatives and challenges that will encourage the group to deal with subpersonality patterns and look for alternatives. In addition, well chosen activities can focus on an individual's need to work on an element of her personality. For example, the beam or the wall might expose gender-based personality patterns as assumptions are made unconsciously about the importance of physical strength to the solution of the task. If the males tend to take charge and the females tend to demur based on such assumptions, the opportunity to recognize, own, and examine roles, patterns, and subpersonalities is obvious and potentially powerful.

In doing edgework with a member of the group, the thoughts, feelings, and physiology of the S - 1 (success minus 1) subpersonality and the S + 1 (success plus 1) subpersonality can be highlighted, contrasted, examined, and applied to future challenges (Nadler and Luckner,1991). If clipping in for a rappel elicits an "I can't do it, I'm no good" subpersonality that is persistent and disabling in a person's home, school, or work life, then brief subpersonality work can occur in that moment. If the group member can own the subpersonality and risk the rappel, then a success will elicit a different, contrasting subpersonality, the characteristics of which can be owned, examined, and celebrated. In this case, a dominant and disabling subpersonality can be put into perspective and a less active, success oriented subpersonality can be strengthened and encouraged. In a debrief, the potential of the "I" to be aware of personality patterns and to make conscious choices can be experienced and discussed.

Summary

This paper begins to describe psychosynthesis as a theory and to suggest how it applies to adventure counseling. Other aspects that could be described, in addition to spirituality include the uses of imagery and visualization, the relationship between group exercises and group development, specific initiatives and challenges that relate to the theory, and leader interventions and approaches to processing that fit well with the ideas in Nadler and Luckner's Processing the Experience (1991). It is not necessary the psychosynthesis be taken as the sole approach to adventure group facilitation; it is hoped, however, that facilitators, counselors, and leaders will further examine this theory and borrow freely ideas, exercises, and explanations that fit and enhance their current theoretical foundation and add to their effectiveness in the field.

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WARMING UP TO ACTION

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Abstract

Warm-up is a natural process of life wherein we are lead gently forward into experience and involvement. People who lead groups may encourage greater intimacy and meaning for their participants by preparing brief, structured warm-up exercises. Three types of warm-up activities discussed in this paper include simple, compound and complex.

When we were children, our parents made us eat our cereal and drink our juice (whether we wanted it or not) before sending us off to school. Now many of us refuse to speak or even think before our morning coffee. Athletes invest time stretching tight muscles before competition. Love may start with holding hands across an armrest in a darkened movie theater. Experiences which are to become meaningful require an introduction to ease us in a warming up to action.

Dynamic groups are rooted in their attention to the warm-up process. Any group where it is desirable for the members to feel comfortable with each other will benefit from some type of warm-up interaction. Therapy groups, task groups, staff meetings, youth groups, various church groups, classroom settings, workshops and even family gatherings may be able to apply these concepts. Interpersonal group warm-ups have six possible functions:

1. Warm-up exercises create and focus energy for use by the group.
2. They will help individuals to set aside their private worlds and join the world of the group.
3. It will assist in building group trust.
4. The warm-up will provide some meaningful participation for everyone.
5. The group will be helped to open their mouths in an easy way so that later on they will have permission and practice when the topic is more meaningful and sensitive.
6. Also, a warm-up may be used to forecast the topic and the technique of the forthcoming group interaction.

Group warm-up is a process that occurs (or may fail to occur) in groups of any kind. Warm-up is a participant getting ready for group involvement - be that involvement physical, interpersonal or emotional. In addition to "process", the warm-up phase can also be viewed as the "structure" which the group facilitator offers to the group in order to nurture that process. The warm-up exercise is typically a brief, highly structured, non-threatening experience of self-disclosure. This definition is most applicable to that part of warm-up which is interpersonal. Of these interpersonal warm-ups, we will be discussing three broad classifications; simple, compound and complex.

Simple Warm-ups

Of three classifications, the simple warm-up is the most straightforward. No materials are required and preparation can literally occur in seconds. This brand of group experience is a "simple" question asked by the leader for all participants in the group to respond to. The question should be chosen or designated with the needs of the group in mind. It should be presented by the facilitator, perhaps explaining it in several ways in order to be as clear as possible but still leaving it broad enough for each to find their own way.

Look for a volunteer who would prefer to go first. Following that person's turn, ask him or her to decide which way around the circle the turns should continue. This anchors the interaction in the group, liberates the facilitator from the role of "group boss" and

relieves the participants of the anxiety of not knowing when their turn will be. Following are three simple warm-ups:

1. "Tell us one thing on your mind today."
2. "If you were a type of weather, what kind would you be?"
3. "Name one positive and one negative thing about being your neighbor."

Compound Warm-ups

The compound warm-up generally involves a "simple" question plus the addition of other elements. Those additions may include the manner in which the questions are obtained, the number of questions used or the introduction of very basic props. There will naturally be more preparation required, increased imagination on the part of the participants and greater responsibility placed on the leader for the experience. Here the leader must give greater consideration for the explanation to the group. Careful explanation can increase the degree to which individuals allow themselves to be involved. Flexibility should become a guide. Participants may misinterpret the specifics of the exercise but end up participating in a better than expected manner; almost all possibilities should be accepted. If participants have difficulty being involved because of their fear or lack of understanding, the activity should be scaled down to suit them. People should not be expected to take too great of a personal risk in order to be involved in the warm-up phase of a group.

One favorite we call Fish Bowl. In this exercise, the facilitator collects a number of simple warm-up questions written on individual slips of paper and places them in a small fish bowl or hat. Each participant draws three questions. Involvement begins by a participant choosing one card to answer about themselves and another to ask someone in the group. (The remaining card is extra to provide more choice.) Turns proceed around the circle.

Complex Warm-ups

Forming the final category, complex warm-ups require more involved props and greater complexity in explanation than compound warm-ups. These exercises may require that specialized materials be purchased or constructed. The use of props alone demands particular skills on the part of the leader. The use of creative materials may initially become a new obstacle for participants. Individuals will need assistance feeling comfortable with the medium used. Timing and an ability to place the group at ease will become essential skills for the group leader. These activities also have more parts to explain and require even greater clarity and experience sequencing parts of the directions. This section of activities has less predictability. Participants have more freedom to respond to guidelines with a wider range of responses. There is typically a broad framework onto which participants project themselves. This brings a responsibility to the group leader to be prepared for and be able to handle this unknown factor in group responses.

Toys-R-Us demonstrates one complex warm-up. The leader's preparation must extend to collecting 50 or more very small toys or objects (i.e. wooden blocks, army men, plastic animals, etc.). For the exercise, these items are spread out on the floor in the middle of the group. Participants would then be instructed to sift through the objects, becoming familiar with what is there. After about 1-1/2 minutes of this, the leader asks them to pick out two or more objects, one to represent how they see themselves and one to stand for how others might see them. (Some participants may prefer to select extra objects; remember, flexibility is a key.) Turns proceed around the circle by members individually showing their objects to the group and explaining their symbolic value.

Simple, compound and complex categories of warm-ups represent differences more in form than in function. Their purpose is to take a collection of individuals and turn them into a group, to take a group and move them into action. The selection of the warm-up exercise is based on the facilitator's preference, what is believed will best activate the group and its relation to the kind of action that is coming next.

Arts and Performance Track

MASK MAKING: THE USE OF EXPRESSIVE ARTS WITH LEADERSHIP DEVELOPMENT

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As presented here, the process of making one's own mask and having one's mask made was offered as an alternative experiential exercise for a group of Outward Bound students training to be Outward Bound Instructors. This process is applicable to a variety of settings beyond Outward Bound and has been used with adolescent and adult substance abuse treatment, psychiatric hospitals, community organizations, public and private high schools, corporate management teams families,and many other groups.

The integration of expressive arts with outdoor experiential education as represented here is a result of an attempt to encourage balance between the technical and interpersonal skill development of leadership among experiential educators. I first began using forms of expressive arts in the field of outdoor experiential education several years ago while working as an Outward Bound Instructor. Often there were times out in the field when verbal and intellectual processing of significant experiences did not seem to serve the purpose of integrating meaning from that experience into the reality of the individual or group.

I began experimenting with various mediums and techniques of expressive art forms and found that expressive arts served as a common ground for participants to put form, shape, and color to their experiences. Through the process of creating a picture, a movement, or a song, participants may experience their own authentic experience which often assists with integrating meaning and relevance of that experience to their lives. This integration has also served me personally, allowing me to be more authentic as an artist working in the field of outdoor experiential education. Although this work is authentic in nature, the philosophy and methodology represented here are not unique to my research and practice, nor are these ideas new; rather, they are an alternative perspective on familiar material. It is also important to mention that one does not have to be an "artist" to use expressive art materials or activities. All one needs is willingness to take a risk with another way of doing familiar things.

The theoretical basis from which I have drawn the methodology for integrating the expressive arts with outdoor experiential education deserves mention. However, in-depth discussion of theoretical concepts goes beyond the scope of this article. Several sources of theoretical basis are: Reality Therapy (1990), developed by William Glasser, M.D.; Existential Psychotherapy (1990), as defined by Irving Yalom; and the concepts of Janie Rhyne described in "The Gestalt Art Experience" (1973). The common thread among these perspectives is the innate respect and acknowledgement of the individual as one's own valuable teacher with focus on the present moment as the critical time of learning and development. The role of the facilitator of these processes is viewed as one of partnership rather than authoritarian leadership. This concept of partnership leads to the idea that every life experience is a valuable lesson.

Expressive arts can be any form of authentic expression which does no harm to one's self, to others, or to the environment (Thomas Jones, 1989). Some forms of expressive arts are dance, music, martial arts, photography, writing, drawing, doodling, singing, gardening, drama, and many others. Peter London states in his book *No More Second Hand Art* (1989) :

> Creative Encounters differ substantially from the usual art lessons or art projects encountered in art schools. These encounters are initiated first by having an authentic encounter with a significant event, question, or issue, one that demand a full reflective response (p.xv).

The intention of this article is to focus on the process of the mask making experience rather than the content. Discussion of art, expression, and theory require a more indepth presentation and will only be mentioned here. The point which is most relevant to the presentation of the process of mask making in relationship to the content of art and expression is best summarized by Mathew Fox who describes authentic art in his book *Original Blessing* (1983):

> . . . Only art as meditation allows one to let go of art as production a' la capitalism and return to art as process, which is the spiritual experience that creativity is about.
> . . . Only art as meditation reminds people so that they will never forget that the most beautiful thing a potter creates is the potter (p.193).

Authenticity is key to any experiential education curriculum. The authentic behavior of one's self as an educator among peers as well as among students. The essence of experiential learning is in the authentic experience of the learner. Dave Talamo addresses the issues of comfort levels and authenticity among experiential educators in his article "Where are the Risk Takers?" (1990). The significance of "personal comfort levels" and "authenticity of educators behavior" with colleagues and students is the focus of this particular use of mask making in the leadership training curriculum of experiential educators.

Talamo (1990) comments, "If we cannot take risks in our own circles, then where can we do it? If we can't show our students that we live by our values, then our words are hollow" (p.46). His remarks lead me to ask what is it that an experiential educator can do to encourage risk taking? Many of these things are part of the interpersonal skill development of experiential education curriculums and Talamo suggests modeling as one of these things which promote risk taking. The saying, "Walking your talk" best describes this form of modeling. Questions like these have significantly influenced my development as an outdoor experiential educator, artist, and therapist, as well as having strengthened by humility and respect for the entire learning process.

My own bias toward these questions is found in my belief in student-centered experiential education; one learns most effectively by doing. Therefore, how does one teach in a student-centered experiential environment? This question was the focus of the mask making experience presented to the Outward Bound Instructor Development Practicum (NCOBS, 1990) students.

The Outward Bound Instructor Development Practicum had ten students, ages 19 - 28 and three staff members. I served as one of four staff who were hired to supervise the "Mini-Outward Bound" course. The Mini-OB course is a practical experience similar to that of traditional student teaching. We had four crews of eight to twelve students ages 13 - 16; all of whom were from local communities.

During the evaluation of these courses, it became apparent to the instructional staff of the training course that most of the students seemed primarily focused on the logistics and physical elements of their courses rather than the interpersonal dynamics among their group members.

Mask making was presented as a complementary activity to the established process of written and verbal evaluations. It was framed as an invitation to experience, through an introspective manner, the issues which influence one's willingness to take risks. The focus of this experience had several objectives:

1) Provide an alternative experiential format for processing the "student teacher" experience with emphasis on interpersonal dynamics.

2) Provide an experience which would place the participants in a situation requiring their own

trust, compassion, and faith in one another.

3) Raise awareness of factors which influence the development of trust, compassion and faith.
4) Begin to integrate the experiences of the entire course in preparation for final closure.
5) Demonstrate that having courage is not restricted to technical skills nor physical challenges.

It was spring and the weather was clear and warm; therefore, we were blessed with the opportunity to do mask making out of doors. Trying to create a relaxing environment in the artificial atmosphere of a closed room presents challenges separate yet vital to any expressive art activity. The mask making process demonstrated in this situation requires two people; one to make the mask and the other to provide his or her face as the mold for the mask. The process sets the stage for a dynamic experience which invites an intimate exchange between two people. Often times issues which rise from the experience are related to intimacy, trust, faith, and compassion.

The actual construction of the mask usually takes about ten to fifteen minutes and, depending on the level of humidity, the drying of the mask material can take up to thirty minutes. The person having the mask made may have up to forty five minutes under the mask. The time under the mask while waiting for it to dry is an opportunity for a reflection experience which is an important part of experiential learning; a time of introspection and relaxation. This always creates interesting discussion about how we use our time and our concepts of "doing nothing". Discussing "doing nothing" usually has an impact on adults who identify themselves as being swamped with schedules, deadlines, meetings, appointments, etc. This discussion often leads into identifying systems of beliefs and work ethics and their role in determining the amount of stress we find acceptable in our daily lives. Several people during this discussion identified time to read a book, take a walk, or just sit, they would either feel guilty or consider it being lazy.

Prior to setting up the materials for the mask making, the group was asked if anyone had questions or comments before beginning to make the masks. There was one question: "Do we have to do this?" My response: "If you heard this question during your time with the Mini-OB students, what was YOUR response?" We laughed together at the irony of our situation and agreed that often when this question is asked, it can be a signal of apprehension regarding the proposed activity. We discussed the value of presenting making CHOICES as more than doing IT; IT being the event of the moment, or not doing IT, but that making choices involves getting more information to make a choice based on facts rather than fear. Perceived risks and real danger were discussed and the influence of perceptions and fears on making choices.

A few of the perceived risks of those making the masks were identified as not being able to breathe and suffocating while under the mask, not being able to get the mask off once it had dried, and losing control of one's feeling of claustrophobia. These were certainly remote possibilities but nevertheless, they were real in the thoughts of the participants. Risks for the wearers of the masks were the possibility of feeling humiliated, being made fun of, or being taken advantage of while under the mask. For the makers of the masks, risks named were, "not doing it right" because of either not understanding what the person wanted or somehow making a mistake with the application of the materials. Real dangers were limited to potential skin irritation from the mask materials which was not identified as "dangerous" by the group members. No other real dangers of mask making were identified.

The concept of perceived risk and real danger is a tool for dealing with fears and identifying the steps for working through difficult situations and making choices based on fact rather than emotional reaction. Several of the participants related this concept to their recent experience with the Mini-Outward Bound course. During a climbing presentation, one of the participants explained how a student climber reacted hysterically to the possibility of climbing inspite of having successfully completed the ground belay school. The student climber had apparently focused on "I'll die if I do that": rather than on the information that had just been given to them during the practice at the ground belay school. The student instructor explained how he attempted to re-explain everything that had just been presented but nothing seemed to work to help give the student climber the courage to take the risk to climb. Eventually the student climber completed their first climb with the support of the group members and staff and without injury. The student instructor was not able to identify any one thing that happened for that particular student to take the risk to climb. It was his speculation that peer support and peer pressure played a significant role in the student's choice to climb.

The following standards were developed by the participants of the mask making workshop as a result of the discussion on perceived risks and real danger. These standards were created as an effort to support an emotionally and physically safe environment for making masks which would encourage taking risks.

1) Everyone agreed to respect the masks as a symbolic representation of a sacred relationship which was defined as "something we create and choose to be part of . . . we are accountable for creating a space which nurtures that relationship."
2) The maker of the mask will speak with a soft tone of voice and not poke fun or make jokes during the making or drying of the mask.
3) The maker of the mask will respect the choices of his or her partner and ask questions if unclear about his or her partner's wishes.
4) The person who is having the mask made will inform the maker of the mask of his or her choice to have or not have their eyes and or mouth covered.
5) The person under the mask may take off his or her mask at any time during the process and does not have to wait for the facilitator to tell them when to take off their mask.

No two individuals described identical experiences, but all shared feelings of discomfort about having the mask made on their face; particularly having their eyes and mouths covered. Everyone agreed that the mask making was anxiety provoking because of the feelings of vulnerability and being out of control. They also agreed that because of the familiarity and trust they had developed during their several weeks of being together, it was much easier to experience their anxieties than they had anticipated.

One individual, who had previously participated in this form of mask making, became tearful while under the mask, yet chose to remain under her mask. During discussion after the masks were removed, many participants spoke to the experience of being with someone who becomes emotional to the point of crying. Many stated they had the desire "to do something to make it better" and they "were uncomfortable with being in the situation of not really knowing what was going on at the time of the tears". This discussion raised the topic of personal comfort levels, as well as the importance of trusting the process of learning and respecting the other person's rate of learning, rather than reacting to one's own urge to "fix it".

The discussion which grew from the experience of wanting to "fix it" was related to the various roles of leadership one takes with a group while in the process of learning. Several participants of the mask making experience claimed they had not viewed the act of helping someone figure out a problem by stepping in to show them "how to fix it" as potential interference of the learning process. However, after the group shared their feelings regarding their experience with the mask making, many identified their own comfort level as a motivating factor of when they would choose to step in and offer to "fix it" rather than respecting the choices of another individual or group members and "doing nothing". During this discussion the role of enabling in co-dependent relationships were reviewed. Barry and Janae Weinhold (1989) discuss the concept of co-dependent systems in their book *Breaking Free of the Co-Dependency Trap*:

> Any system in which members are not encouraged to be self-reliant, self-directed and individually responsible creates passive people who are apathetic, helpless, fearful and unable to facilitate changes that need to be made in the culture (p.33).

The woman who became tearful during the mask making had been open about her history as a survivor of childhood abuse and neglect; therefore, the group was familiar with this personal history and the role it might have played in the exercise. The woman had stated that she had done this type of mask making before and had been unable to manage the anxiety of vulnerability and the sense of being out of control. These particular issues had been a personal challenge for her throughout the entire course and an area she wanted to strengthen, thus her choice to once again participate in mask making. She stated that many factors influenced her willingness and confidence in this experience. Of particular importance were the agreements of standards which the group established prior to beginning the mask making and the emphasis on personal choice throughout the entire experience including the option to choose to stop the process at any time. She also commented that her crying was about "feeling powerful and good about trusting her partner and feeling safe in such a vulnerable state." She also commented that she was grateful that no one stepped into "fix it" for her so that she wouldn't cry. She also pointed out that she and her partner had established a standard of trust which was supportive of authentic emotional responses like crying. Many agreed that while under the mask they experienced sensations of "invisibility and heightened awareness" which were more enjoyable than they had anticipated; yet these feelings were experienced toward the end of the process after they had gone through feelings of "panic, anxiety, and fear" related to their perceived risks.

The participant's experience of crying presented an opportunity for the whole group to share reactions and examine personal comfort levels with intimacy, trust , compassion, and faith. Such issues could include triggering emotions based on past traumas, therefore, it is important to respect these issues, be aware of one's own intentions in presenting such an activity, and have a plan of support for the group and its members during possible responses.

This type of mask making is not appropriate for every situation and the decision to use this activity must be chosen carefully, just as choosing when to take a group of students on a multi-pitched climb. The level of preparedness of a group to move to another level of development is often found by observing their level of interpersonal and technical skills. The more skill an instructor, therapist, teacher, or any leader has in reading this evidence, the more powerful they may be in the design and facilitation of their curriculum.

Some of the evidence for the readiness of a group to experience this type of activity would be stated on intake forms, references, or medical forms. This material would provide information which may not otherwise be obvious in the classroom or during an outdoor experience. Other sources for assessment of the readiness of a group is within the dynamics of the group itself. Some of the characteristics one could observe are: the level of trust, their willingness and ability to work through conflict, problem solving strategies, to what extent do members support one another, and how have they dealt with stress in previous situations? There is always your own instinctual response and expertise to "what to do next". The beauty of this process is that the student often serves as a teacher to the instructor, and the "powers that be" to both. The challenge to the instructor is to respect and honor this exchange by knowing when to step out of the way of the natural process and when to allow other factors to serve as teachers and remain open to being a student among students as well as among colleagues.

"Walking our talk" requires more than simply taking risks but also a rigorous honesty which demands humility and compassion. These characteristics develop as we allow our experiences to be authentically our own as well as being intimately connected with other people's experiences. The mask making workshop presented an opportunity for potential outdoor experiential leaders to better understand the value of balance with technical and interpersonal skills while learning and teaching as well as the interdependence of these skills. Another key result of this experience was that many of the participants claimed to have learned more than they had anticipated about themselves. The introspective nature of the mask making experience placed the participants in the situation where their focus was more upon their personal process rather than that of the group.

The *North Carolina Outward Bound Readings Book* (1980) includes a quote from Ruth Cohn which expresses the value of using any form of process oriented activity as part of working with groups. She states,

> Intimacy in interaction is strengthened whenever the focus is on feelings and processes, rather than on thoughts and problems. This bond of understanding seems to grow beyond this circle out into the space, to groups anywhere - classrooms,

> offices, society. People are alike in being different. They need to be affirmed as individuals (p.37).

Expressive arts as described through this mask making experience are process-oriented experiences. This particular experience is best summarized by one of the participants who stated, "Now I know what my student was really feeling when he asked me, 'Do you have to do this?' I understand and know I can be more compassionate because although it (the mask making experience) was a different path, I've experienced the feelings he must have been having at the time of that climb . . . for I've walked in his moccasins."

Author Notes

The masks made in this workshop were later used as part of the closing ceremony for the participants of the training course.

The author would like to thank the students and staff of the spring 1990 North Carolina Outward Bound Instructor Development Practicum for giving permission to photograph and write about their experience with mask making. Readers are invited to respond to this article by writing the author at West Farm Road, Littleton, NH 03561.

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Corporate Adventure Track

A DESCRIPTIVE ANALYSIS OF THE EXPERIENCED BASED TRAINING AND DEVELOPMENT FIELD

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Abstract

It is commonly agreed that experience based training and development (EBTD) is in dire need of research regarding its effectiveness. However, before this can occur there must be better understanding and agreement as to what constitutes EBTD. To address this situation this article reviews the general media, the business literature and training and development literature, and several studies which were specifically designed to describe the field. The purpose of the article is to closely describe and analyze the field of EBTD in an attempt to determine its scope, goals, activities, participants, providers, and philosophical bases. In this way it is hoped discussion and research of EBTD effectiveness and theory will be facilitated.

Introduction

Management consultants are largely in agreement that to be successful into the next century, organizations must look to their people as their number one resource (Drucker, 1989; Peters, 1989; Naisbitt & Aburdene, 1990). To do so and to get the most out of their people, organizations are increasingly turning to the relatively new strategy of experience based training and development (EBTD).

EBTD goes by many other names: outdoor based training, outdoor management development, professional development programs, adventure training, outdoor experiential development, etc., but for the purposes of this article the term "EBTD" will be used. EBTD is a process which uses hands-on challenge or adventure, usually in the outdoors, combined with review and feedback, to improve work place performance (Miner, 1991). Advocates assert that EBTD has a positive impact on the development of skills such as communication, conflict resolution, decision making, leadership, problem solving, risk taking strategies, role clarity, self awareness, team building, and trust.

With industry annually spending hundreds of millions of dollars on this kind of training and development (Laabs, 1991), the attention and resources EBTD receives is beginning to be questioned (MacNeil/Lehrer, 1989; Falvey, 1988; Zemke, 1978, Deutsch, 1991). Little data exists to shed light on this controversy. The popular media has extensively written about the field, but because of EBTD's recent origins and largely business orientation, there has been little serious research. The question of effectiveness remains largely speculative.

But what exactly is EBTD? Wagner, Baldwin, and Roland (1990), in the most comprehensive survey done to date, state "Perhaps the most obvious, yet important observation we made was that outdoor based training means very different things to different people" (p. 6). Before the crucial issues of effectiveness can be addressed, a number of descriptive questions must first be asked. These descriptive questions are important for two main reasons: 1) with the increased interest in EBTD it is imperative that all parties should be discussing the same phenomena; and 2) a firm foundation is needed upon which to build further research. Until the field of EBTD is adequately described, there will be confusion as to what is being discussed and more advanced research will be ineffective.

To address this situation this article reviews the general media, the business literature and training and development literature, and several studies which were specifically designed to describe the field. The purpose of the article is to closely examine the field of EBTD in an attempt to determine its scope, goals, and programming variables. In this way it is hoped discussion and research of EBTD will be facilitated. The questions to be addressed are:

- How prevalent is EBTD? How many and what kind of people and organizations does it impact?
- How does EBTD function?. What activities does it use? What are the important programming variables? Where settings does it use?
- What are the avowed goals of EBTD? For what purposes is it used? What does it claim to do best?
- What kind of people and organizations participate in EBTD? Is EBTD mainly for executives? managers? all levels of employees?
- Who are the providers of EBTD? What characteristics do they share and how do they differ? From where are their philosophical roots drawn? What do they think about EBTD?

Extent of the Field

The size and scope of EBTD has been largely left to estimates. The extent of the field is an important factor because until it is known, EBTD's impact and importance on industry and on training and development are simply guesses.

The general training and development literature has provided several estimates of EBTD's extent, but it is difficult to determine what, if any data, they were based on. In the late 1970s Zemke (1978) suggested that perhaps 20,000 managers took part in EBTD. Today, with just one company sending 20,000 participants through EBTD (Scovel, 1990), that number is obviously much higher. More recently Laabs (1991) reported that one half of one percent of the $45 billion US firms annually spend on training and development goes to EBTD. Estimates of a more conservative nature put annual sales at about $100 million (Thompson, 1991); no matter which figure is used, the money spent on EBTD is clearly substantial.

Several surveys have specifically examined the question of EBTD extent. Wagner, Baldwin, and Roland (1990) looked at the question of extent from the client companies' point of view. In a random survey of Fortune 500 companies and members of the American Society of Training and Development they found that over 13% of US companies used some form of EBTD. It is unknown how many people or dollars this equates to.

Two surveys examined the same question from the providers' point of view. In one survey approximately forty providers reported serving 40,000 clients annually (Miner, 1990). Extrapolating from this figure it is reasonable to assume that perhaps 100,000 clients annually participate in EBTD. A second survey, with an approximately equal number of respondents, reported over 100,000 clients annually served (Aronson, 1991). Extrapolating from these figures it would be reasonable to assume EBTD annually serves over 200,000 clients. It is difficult to determine from the Aronson survey if all the clients were actually involved in EBTD, as opposed to more general experiential activities.

Laabs (1991) reported that close to a quarter billion dollars is annually spent to do EBTD. A closer examination, using figures for average cost per person from Wagner, Baldwin, and Roland (1990), combined with the estimation of 100,000 participants, results in a figure of almost $100 million in EBTD expenditures. Extrapolating from Aronson's figure (1991), this estimation doubles to $200 million. Thompson (1991) quotes an EBTD provider who estimates that the field has about $100 million in sales.

Activities and Settings

The activities which constitute EBTD are often stereotyped in the popular media to be the "three R's" -- rock climbing, rafting, and ropes courses. In reality, the activities are more varied and less risk oriented. US providers reported that almost half of their programming consists of initiative games (Miner, 1990). Nearly a third of the activities were ropes or challenge courses with the remaining split between rock climbing, rafting, canoeing, sailing, mountain climbing, and others. Programming considered to be traditional wilderness activities was reported to be used relatively little. This can be compared to Britain where Bank (1985) found rock climbing and canoeing to be the most frequently used activities.

In analyzing their survey of client companies of EBTD, Wagner, Baldwin, and Roland (1991) usefully divided activities into two kinds. The first, wilderness training, consists of activities in which participants sleep outdoors in remote areas, while climbing, rafting, sailing, or doing other high adventure activities The second, outdoor-centered training, is usually held at some kind of facility like a resort or training center. It consists of activities such as ropes/challenge courses or initiative games which can be done in a less wild setting. The authors further divide outdoor-centered training into high ropes and low ropes. In general, top executives and middle to upper management participate in wilderness training while intact work teams are sent to the outdoor-centered training. About three-quarters of training was outdoor training with a little less than a quarter being of the wilderness training type.

Neffinger (1990), in conceptualizing EBTD by activity or format, more finely classified activities, resulting into five categories. His "expedition" category is roughly equivalent to Wagner, Baldwin, and Roland's (1991) "wilderness training" with its higher cost and longer duration. His remaining four categories, "rocks and ropes," "problem solving initiative," "trust initiative," and "orienteering," could be equated to Wagner, Baldwin, and Roland's "outdoor-centered" training. With these categories Neffinger then looks at how duration, cost, physicality, risk, and skill focus (or goals) differ.

Debriefing, considered by Wagner, Baldwin, and Roland (1991) to be the most important aspect of EBTD, made up almost a third of all programming time (Miner, 1990). This is in sharp contrast to the media's portrayal of the EBTD in which programming is shown to be almost entirely action with little or no processing (MacNeil/Lehrer, 1989; Bank, 1985; Prud'homme, 1990). Any description, model, or theory of EBTD must take into account the fundamental role of debriefing.

Miner (1990) asked providers of EBTD what percentage of time they spent in various locations. A third of the programming time was spent at the providers facility. Over 30% was spent at some kind of resort, retreat, or training center. Wilderness and the backcountry accounted for 22% of training, with another 14% being done at the client's place of work. There is good consistency between these figures and those of Wagner, Baldwin, and Roland.

In a survey designed to examine liability for a pending lawsuit, Aronson (1991) asked what kind of locations were being used for EBTD. Three-quarters of the respondents used private facilities. The four kinds of parks he listed, local, regional, state, and national, appeared to be used equally, with each one receiving responses from a third of those participating in the survey. Use of educational facilities was listed by slightly less than half the respondents.

Duration of training is a subject which has remained largely unknown. Aronson (1991) reported that the average program lasted 30 hours while Miner (1990) reported 2.7 days as the average program length. Considering that many EBTD programs are intensive in nature, running from early in the morning to late at night, these figures may be fairly close.

For too long all kinds of EBTD, in fact almost any kind of adventure (see Gahin and Chesteen, 1988), have been haphazardly lumped together (Wagner, Baldwin, and Roland, 1991). This has made useful discussion or research extremely difficult. Both the work of Neffinger and that of Wagner, Baldwin, and Roland is a step in the right direction in that it is the start of distinguishing and describing the various kinds of EBTD. Such work will give researchers a place to begin, a handle, when they start to examine the complicated issue of EBTD effectiveness.

Goals

EBTD is used for a wide variety of goals. The uses most widely cited include team building (including trust and communication), self-esteem, leadership, decision making, problem solving, and risk taking. Other uses include ethics, value clarification, conflict resolution, and diversity. Understanding the goals and objectives of practitioners is crucial to the research of EBTD effectiveness and how and why it does or does not work.

In surveying providers of EBTD it was found that over half of the providers' main goal was to enhance teamwork (Miner, 1990). Another quarter of the primary focus was on leadership, with slightly less than 20% on individual development. In this survey providers were asked what they considered the most important managerial skills which EBTD enhances. They listed communication and trust as their first two choices, followed by individual skills such as self awareness, problem solving, leadership, and decision making.

It is interesting to contrast these to the goals of EBTD as practiced in Britain. In a survey done there EBTD consumers identified "personal development" as the principal benefit to the companies with team building and leadership ranked high, but below individual impacts (Bank, 1985).

Wagner, Baldwin, and Roland (1991) surveyed the client companies of EBTD, dividing EBTD into two different kinds of programs, wilderness programs and outdoor-centered programs. Part of the difference in these two kinds of programs was the use to which they were put. Objectives of the training were divided as follows:

Wilderness Programs	
leadership	60%
decision making	40%

Outdoor-centered Programs (categories not mutually exclusive)	
team building	90%
self esteem	50%
leadership	40%
problem solving	20%
decision making	2%

From their data it is clear that wilderness programs were principally concerned with individual growth, while the outdoor-centered programs focused on team building.

Participants

As mentioned, Wagner, Baldwin, and Roland (1991) divided EBTD into two types, wilderness and outdoor-centered. They point out that not only are the activities of the two types different, but the clientele are different as well. Their research shows that participants of the shorter outdoor-centered training tend to be from intact work groups representing all levels of the organization. Participants of the more expensive wilderness activities, as might be expected, tend to be executives and middle to upper management. Three-quarters of the training is the outdoor-centered variety, in which a wide variety of individuals from across an organization participate.

In survey sent to providers of EBTD, Miner (1990) found that a quarter of the clients were classified as executives. Over a third were listed as low-to-mid level management. A fifth were mixed levels, from intact work groups. Using the term "management development" for the field, as do the British, is less than accurate for at least the United States.

Who are the client organizations of EBTD? Business, industry, and government were each served by about 60% of EBTD providers according to Aronson's (1991) "Participant Liability Survey." A slightly larger percentage of providers listed serving non-profits and educational institutions. Half served hospitals.

Miner (1990) also asked about the organizations being served. Sixty percent of the client organizations were for-profit companies with 50 or more employees. Just slightly more than 10% of the client organizations were classified as non-profits. There is a large discrepancy between these figures and the results as reported by Aronson. In any event, EBTD appears to be more of an organizational than exclusively corporate strategy.

As previously mentioned, estimates put the number of EBTD participants somewhere between one hundred thousand (Miner, 1990) and two hundred thousand (Aronson,1991).

Providers

EBTD is a young field here in the United States, only being practiced since the early 1970s. It was not until the mid-1980s that the field really began to grow (Thompson, 1991), and it still continues as a very volatile industry. It is somewhat surprising then, to see the results of two surveys which asked how long providers have been doing EBTD. Miner (1990) reported that providers had been in the field for an average of over six years. Aronson (1991) reported an average of over 10 years. It is possible that respondents may have reported how long they have been doing experiential learning of any kind rather than just EBTD.

There may be as many as 120 providers of EBTD in the US (Scovel, 1990). In the late 1980s Garvey (1989) listed seventy-five providers who belonged to the Association for Experiential Education. A listing in the *Journal of Training and Development* (1991) included over 100 organizations who provide EBTD.

Many provider companies do EBTD as only a small part of their over all training and development or experiential education work. Miner (1990) found that on average less than a third of all work done by provider companies is specifically EBTD. While there are many providers whose sole function is EBTD, for the great majority of providers, EBTD is one kind of program among many that they offer. This "part-time" factor probably adds confusion to survey results: are the collected responses, no matter how carefully the question is worded, in reference to the EBTD portion of an organization's work, or are the responses from the other kind of work the company does?

Miner (1990) delineated three kinds of EBTD providers from his survey data: a) those providers that come from an experiential or adventure background and primarily use experiential methodology for therapy, education, or recreation and only occasionally do EBTD; b) those that come from a training and development or organizational development background and do EBTD as one of their intervention strategies; and c) those providers who do exclusively EBTD. These are obviously generalizations, but the distinctions will be helpful for future examinations of the field. For instance, how do providers who exclusively program EBTD differ from those who do it as one of many parts of their business? What differences in programing are there between those who primarily wear an experiential learning hat versus those with a training and development or organizational development perspective?

To try to determine what backgrounds EBTD professionals have, Miner (1990) asked providers of EBTD what they valued most in their trainers/leaders. The skills listed first were organizational development, followed by outdoor/technical, and then training/personnel experience. Counseling/psychology background was rated last, just before business experience.

The abilities of the EBTD facilitator are important (Wagner, Baldwin, and Roland, 1990). Providers ranked a skillful trainer/leader as the single most crucial variable for successful EBTD (Miner, 1990). If facilitator skills are the most important variable, then training for trainers is obviously vital, yet little mention of this is made in the EBTD literature. Each facilitator worked with an average of over eight participants (Miner, 1990).

Aronson (1991) asked how many hours of annual/seasonal training facilitators received. The average response was forty-six hours. One hundred percent of respondents reported that all facilitators had CPR training. The average provider company had twenty-three employees, counting full and part timers.

In enquiring about philosophies behind providers' debriefing style Miner (1990) found little agreement. Even using broad categories only four responses, from thirty-one practitioners, were recorded more than once:

- experiential learning cycle (5 responses)
- client dependent (5 responses)
- transference based (3 responses)
- team effectiveness based (2 responses)

The responses indicate an absence of a firm philosophical foundation to the field of EBTD. The only focused reply with multiple responses was "experiential learning cycle."

Miner (1990) also asked about the philosophies or theories which contributed to providers' overall conceptual framework for EBTD. Little consistency was found in the responses. Most providers listed a variety of philosophies and/or theories. Even using broad categories, and the fact that most of the twenty-six respondents listed several contributing factors, only seven responses were listed more than once:

- experiential learning cycle (7 responses)
- Outward Bound (5 responses)
- various leadership theories (4 responses)
- Project Adventure (3 responses)
- organizational development theories (3 responses)

- team development theories (3 responses)
- Lewin's work (2 responses)

From these responses it is apparent that practitioners identify no one theoretical or philosophical base to EBTD. Rather the field is built on a multitude of program backgrounds or outgrowths (Outward Bound and Project Adventure) and psychology and organizational development theories. As in the debriefing question, the only focused theory or philosophy that had multiple responses was Kolb's (1984) experiential learning cycle.

Miner (1990) also asked providers what, if any, inherent problems they saw with EBTD. The question engendered a wide variety of responses. Most of the twenty-seven respondents listed several concerns. Those responses receiving three or more mentions included:

- safety, accidents or risk (8 responses)
- quality and/or standards (6 responses)
- skill, knowledge, and/or professionalism of facilitators (5 responses)
- transfer and relevancy to work place issues (4 responses)
- ethics (3 responses)
- insurance and/or liability (3 responses)
- limited market (3 responses)
- marketing and/or PR (3 responses)

Miner (1990) asked what future trends providers saw for the EBTD field. The trend(s) listed by the providers can be placed into three main categories: 1) changes in the business of EBTD, including a general prediction of growth and shakeout of the field; 2) quality improvement, mainly in the form of content sophistication; and 3) other changes, mainly revolving around a formalization of the field.

Conclusion

EBTD annually impacts between one hundred and two hundred thousand employees from a wide variety of occupations and organizations. As an industry it generates between $100 and $227 million in annual sales.

While portrayed as highly adventurous in the popular media, EBTD in reality largely consists of initiative games, ropes courses, and processing. Wagner, Baldwin, and Roland have usefully distinguished between two types of EBTD, the more common "outdoor-centered" training and "wilderness" training in which people sleep and live in remote areas.

Team building is the primary purpose for which EBTD is used. Other major uses include leadership development and personal growth. Outdoor-centered training generally concentrates on team building while wilderness training focuses on individual growth.

The participants of EBTD are managers, executives, and cross-level, intact work groups. Somewhere between 100,000 and 200,000 employees annually participate in EBTD. Organizations which use EBTD include corporations, government agencies, and non-profits.

EBTD is offered by over 100 companies, although the great majority of these companies do not exclusively do EBTD. Facilitators are seen as the most crucial variable to successful programs. In examining philosophical bases for EBTD, little common ground was found. The experiential learning cycle was a theoretical/philosophical basis for approximately a quarter of surveyed providers. Safety, program quality, and facilitator skills were seen to be concerns of providers who were surveyed.

Through an examination of the scope, goals, activities and settings, participants, providers, and philosophical bases of EBTD, this article has provided for a empirical description of the field. It is hoped that this article, and the studies it reviews, can also serve as a springboard for more useful research on the effectiveness of EBTD and especially research into how and why the challenges and real life experiences of EBTD are, or are not, efficient tools for improving organizational performance.

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CORPORATE ADVENTURE
THE DU PONT FIBERS/PECOS RIVER LEARNING CENTER PARTNERSHIP
May 1990- September 1991

Melisa S. Webster

This presentation is designed to share a bit of the history, process and learnings from this project. In addition to slides, video and talking we will also have some fun with a couple activities. (Have you ever wondered why a bunch of experiential educators would want to sit all day and talk at each other?) Du Pont Fibers contracted with Pecos River Learning Center to deliver an experiential learning program to 22,000 Fibers employees. This is the largest single contract with one corporation and one training firm in the history of experiential education that I am aware of. The project will have lasted 1-1/2 years and utilized five different sites with a total staff of approximately 90 for the programs. After the presentation piece is finished I hope to generate with the group the potential implications of such a large contract on the experiential field and look at how we can continue to mainstream experiential learning into the more traditionally based Training and Development field.

Activity

Brief History- Pecos and Du Pont

Pecos River and Du Pont Fibers have spent a great deal of time and energy together to make this project come about. There is a history of Du Pont and Pecos that goes back many years. This project took several years to bring to fruition.We will look at a general overview from the top to the bottom of what had to happen to make this work. We will take some time to look at what lies ahead for these kinds of partnerships if there is interest.

Until the 1970's, Du Pont Fibers was the largest and most successful department in Du Pont. The oil crisis of the mid-70's increased competition, and increasing inflation pushed Du Pont to look at making some changes. During a ten year period, Fibers de-layered, divested and cut costs, and reduced their size from 40,000 employees to the present 22,000. During the early 1980's Du Pont reaped the benefit of that work with record earnings.

Unfortunately, Fibers hasn't been able to maintain that comeback. "Frankly the easy things have been done, and the train is stalled," said Mike Bowman, Chairman of Fibers Composites Division. "As fast as we turned around, the world turned even faster." And, while James Kearns' (President of Du Pont Fibers) crew had been focussing on the numbers, Fibers employees were driven to the edge of burnout. Management-employee relations had become increasingly antagonistic. Fibers could advance no further without the help of their people. " We needed a new paradigm around our concept of leadership and development, " said Bowman.

April 1989- Kearns, Bowman and the Fibers management team attended a 4 day program and strategic planning session at PRLC. The team aligned on their purpose and their vision for creating a "development learning organization" where their people and business would grow and prosper together.

February 1990- After consulting with companies they bench marked (Motorola, Westinghouse, and Milliken) Kearns announced Fibers' plan to join PRLC in a "culture change" effort involving all 22,000 employees. Their plan for the effort centered around four basic principles:

- Management Led: Management must change first (Become leaders not controllers)
- Learning Teams: People learn best when driven by their own motivations within a supportive team environment

- Empowerment: People have the answers. The environment must empower them to contribute their fullest.
- Continuous Improvement: Sustained financial results come when people are committed to continuous improvement processes.

Process

Fibers put these principles into practice by looking to the Malcolm Baldridge National Quality Award for the criteria and measuring systems that would tell them "what" they needed to work on. Pecos would initiate a developmental process called Empowered Learning Teams (E.L.T.) that would provide them with motivation and processes for "how" to get there.

June 1990- The two-year, Empowered Learning Teams process began. It involved the following steps:

Step One L.E.T. G.O.: Management (3,700 people) attends a 4 day Pecos program, entitled "Leading the Empowered Team to Grow the Organization". The first two days were the same program that all employees would attend. The second two days were leadership training.

Step Two P.T.W.: All Fibers employees (22,00 people including management) attend the 2-day "Playing to Win" program. Management attends with their people as intact work teams.

Step Three Train the Trainer: 500 mangers attend a two day, train the trainer session on leading the Team Work Sessions.

Step Four T.W.S.: All 22,000 employees attend ten, Team Work Sessions led by their manager.

Step Five: Consulting. The original Du Pont contract included consulting days beyond program days to facilitate implementation of the E.L.T. process. Pecos believes that such services are essential. Without them the Empowered Learning Team process is difficult to implement and maintain.

Purpose of Program

- Create a Learning Organization
- Create business growth through people growth
- Improve employee involvement to facilitate continuous improvement

Du Pont's Fibers Division believes that the key to success in the future will be a learning organization. The following is a quote from Mike Bowman, V.P. & General Manager of Advanced Materials Systems.

" Empowering People at Du Pont. In a decade of rapid change and fierce competition, a key to success for world-class companies is to create "learning organizations: - those in which people are free to continually learn, improve, and grow, both as individuals and as team members. The organizational challenge is how to reveal the full mental, emotional, and physical potential of employees and managers and create the energy to tap it. ....

......Working with Pecos River Learning Centers of Santa Fe, New Mexico, Du Pont put in place a program that emphasizes learning through experience.........We believe that the integration of team building with the quality component- that is, the intersection of work and learning- is unique. The single greatest lesson in all our searching, discussion, and designing is the need to integrate excellence in task execution with excellence in people development. When business growth and personal growth come together through work, and an organization has a clear, common sense of purpose, the results will be awesome."

Actual start up and operations as a partnership

Due to the large numbers of employees and the large geographic distances, five sites were chosen with each site servicing three plants. Each site was leased or purchased by Du Pont with the ropes course built either on the property or close by. Du Pont and Pecos entered into partnerships with the various organizations that helped to make a quality program. The start-up phase began with groups from Du Pont and groups from Pecos working closely together at each site. The partnership logistics included building

five different ropes courses, offices, course rooms for the indoor portion of the pr\programs and coordinating housing for the Du Pont employees.

The actual delivery of the program and the partnership in maintaining and continuing to improve the project was an on-going project at each of the five sites. Each site worked closely with their own team from the other organization. In addition to delivering the program at the ropes course, the Pecos staff visited the plants and worked with their plants on culture change and providing support as needed.

Safety

The project was designed to deliver a learning program to all 22,000 employees. While designing the outdoor portion of the program Pecos worked with the Du Pont Safety Awareness to create a program that would include perceived risk while at the same time satisfy the strict safety requirements of Du Pont fibers.

The ropes course consisted of 3 high elements and one initiative. There were 17 staff per site including logistics personnel, belayers, facilitators and medical staff. On each outdoor day the 80 clients were split into 4 groups of 20 for the activities.

Implications on field

We will look at how we as experiential educators view partnership and how can we continue to promote this theme and make it happen.

Questions

Cultural, Social and Ethnic Diversity Track

REPORT OF VISIT TO MOSCOW STATE UNIVERSITY

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Currently Assistant Director Outdoor Programs
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This is an account of Russian and American educators exploring the use of experiential education in schools and organizations in a rapidly developing environment of the nineties. Expertional Education makes action rather than theory the theme; and the goal is to find harmony between the individual and the group.

In July and August of 1988,18 students with two professors from the Soviet Union came to Dartmouth as part of a University exchange. During their stay they participated in experiential activities, including a ropes course and many problem solving exercises. This group came from three different Soviet Universities, and during their U.S. visit attempted something quite alien to their culture : they tried to become a unified effective group using our methods which call upon each individual to contribute his best personal effort and at the same time combine that with every other participants equally sincere personal effort.

The first session of dynamic interactions was led by Karl Rhonke of Project Adventure. The participants included Russian students and Russian and Dartmouth faculty who were impelled to lower their guard and respond in an outgoing manner to Rhonke a complete stranger. Everyone was encouraged to behave naturally in a situation in which they might otherwise have felt more constrained. We found the Russians exalted by this sense of freedom.

We found that, for all their enthusiasm, the Russian males assumed all females in the challenging activities were automatically considerd part of the problem rather than part of the resources to overcome the problem. One of the American female participants was quick in realizing what was happening to the women, and she rallied them, giving them the confidence to attempt the set challenges without the men. The Russian women immediately regained initiative and excelled at overcoming the problems.

The Soviet women decided to have a day on the high ropes course by themselves. both groups of men and women were challenged individually had to take risks and support others in their attempts on the course. They found the excersises to be a powerful metaphor that challenged their perceptions of Soviet society. Prof. Konstantin Burdin the leader of the Russian Delegation, was so impressed that as we left the course he said " we have to start such a program in Russia. And when he returned to Russia he wrote me:

> The Ropes Course training is extremely useful for everyone inasmuch as it solves a number of problems...those linked to the activity of small collectives with common goals as well as those other problems facing each member of the collective. The well thought-out complex of exercises and the psychological comfort created by a tactful teacher gives birth to peace of mind and confidence in overcoming even the most complicated obstacles... given well co-ordinated collective work.

He suggested a Soviet-American project which would allow us to lay the ground work for expansion of the idea of a Ropes Course into Soviet higher educational institutions, high schools and specialized schools.

In July of 1989 I visited the USSR as amember of a joint US/Canadien team climbing in the Pamirs mountain range of Soviet central Asia. During our stay in Moscow, I met with Prof. K. Burdin and lectured to groups of faculty, researchers, and students on experiential education. During one lecture a Soviet commented that it sounded good but it wouldn't work with Russians' we are different'. Others asked for demonstrations or some 'hands on' experience.

Immediately I rallied all present to join me in a series of spontaneous exercises light hearted and yet crucially dependent upon everyones willingness to protect whoever volunteered to be the games guienea pig. One result of the spontaneous exercises was that a professor from the group pledged himself to assist me in any way he could . He got himself appointed to be my laison officer thruout all my visits to Russia. the next day Prof. Burdin and I met with Vice Pres. Tropin of Moscow State Univ. Burdin pointed out that the University was built under Stalin and that the architecture of this period was designed to intimidate the individual; it must be understood that Marxism did not do this to the Russians, it is their heritage. I must admit that the massive doors made me feel small and insignificant. This theme of repressing the individual, eliminating the 'I' and only using "WE" is endemic throughout Russia. Time and again students would tell me that in their society the individual has never had freedom for self-expression.

Univ. Vice Pres. Tropin was receptive and well-informed with my methods. He ended our interview by inviting me to lecture throughout May and June of 1990 to audiences of all disciplines at the University and to keep him up to date with the current literature.

Throughout the next nine months of correspondence, I sent V.P. Tropin THE THEORY OF EXPERENTIAL EDUCATION, 9EDS. Kraft, Sakofs) and THE METAPHOR OF ADVENTURE, Bacon), literature about experiential education in schools and Outward Bound. Burdin gathered support from the University Psychology and Biology dep artment as well as from the Ministry of Internal Affairs and the State Committee on Education.

Back in Hanover I found support from Dartmouth with Prof. Christian Jernstedt, Psychology department professor doing research on experiential education, who shared his research methods and results and encourged me to present his ideas to the Soviets. The President and the Dean of the College also gave encourgement, and I received a leave of absence so that I could accept the V. P. Tropin invitation.

What's happening? Why are the Soviets interested in experiential education? Here are some noteworthy excerpts from the N.Y. Times.

> "Farewells and on to Moscow for Younger Set" by Felicity Barringer., N.Y. Times, Sunday, Nov. 26, 1989. [1]
>
> Where once Soviet officials used the limited academic exchange slots for postdoctoral physicists, chemists, and engineers, hoping to transplant Western scientific skills, they now use the vastly expanded exchange opportunities to send lawyers, sociologists and high school and college students. The goal, American officials believe, is to transplant less quantifiable skills: independent thinking, motivation, risk-taking and choice-making.
>
> "There is an awareness at the highest levels of the Soviet educational leadership that there are gaps in Soviet training that need to be dealt with now," said Dan Davidson, an official of the American Council of Teachers of Russian, who heads the United States-Soviet High School Academic Partnership Program. This was begun last year under the auspices of an agreement signed by President Reagan and President Gorbachov in Moscow in 1988.
>
> "American Challenge: Teaching Democracy" by Susan Chira, N.Y. Times, Thursday, Jan. 25, 1990. [2]
>
> American teachers and scholars are helping schools in Eastern Europe with a new task: how to teach democracy and practice it in societies that for decades have known only dictatorships - U.S. will work with educators in Eastern Europe to revise curriculum and eliminate authoritarian methods of teaching and administration.
>
> How do teachers used to lecturing to obedient classes teach students

> to speak out and challenge them?
>
> Mary Butz, who supervises staff development for the New York City Board of Education, will tell Polish teachers her teaching strategies including how to use the Socratic method, debate and role-playing to encourage students to express controversial opinions.
>
> "It is a hard thing to teach democracy in the abstract", Ms. Butz said.

I'm sure we all agree with Ms. Butz in that it is indeed difficult to teach in the abstract. We know that experiential methods work best, are retained longer and are more readily adaptable to new situations than other methods of education.

Our perceptions of the Soviets' interest in experiential education are also supported by a Soviet booklet, "Towards Higher Standards in Education through its Humanization and Democratization" prepared by Gennadi Yagodin. [8]

Events, actions, deliberate choice and risk are as necessary to the personality as exercise is to the muscles. In case these events do not happen, a person strives to cause them to happen. Joining an unofficial group helps an adolescent to realize his active stand in life, gives him a sense of fullness in life and a keen feeling of comradeship.

....Important tasks need to be tackled in developing physical training at schools. Daily lessons in physical culture that are simple, interesting and useful to children of every age are required. What we need is conditioning exercises and sports games that would create in a child the lifelong habit of keeping fit and inculcate in him a need for exercise.

I received the official invitation from Professor Tropin in March: [Appendix 2]

In recent years an intensive program of student exchanges between Moscow State University and Dartmouth College has been established....Soviet students...became acquainted with a promising method of instruction in which students obtain experience in working and communicating in small groups; in the United States this method is referred to as "experiential education."....Taking into account the significant achievements attained by the psychology-based methods of instruction that lie at the root of the "experiential education" courses, and also the positive results which have been attained by their use at the early stages of instruction at American universities, Moscow University considers it worthwhile to become more closely connected with the theoretical and practical aspects of experiential education...We are asking Mr. Kunz to give a series of lectures in May of 1990 on the theory and practice of experiential education for teachers, graduate students, and undergraduates in the humanities and natural science departments at Moscow State University, and also for employees of the State Committee on Education, the Ministry of Health, the Children's Fund, and other agencies. In June of 1990, during the summer practicum for students in Moscow State University's departments of biology and geology, Mr. Kunz will be given the opportunity to conduct practical lessons at the Zvenigorod Biological Research Station of Moscow State University....We view the invitation of Brian Kunz as an important step for bringing the forms and methods of instruction used in each country closer together.

On May 1, I flew to Moscow and was met by Eugene Gavrilenko, the enthusiastic professor of the summer before. He was to devote the next two months to my visit, arranging lectures, and dealing with the bureaucracy. Eugene and his wife, Ilona, are very committed to introducing experiential education into their country. I don't know really how, with such limited exposure, so many people seemed committed to experiential education, but it is extremely encouraging for the future of this work. Russians look deeply into things - more than we do. Think about our guessing about shifts in political fortunes of Kremlin leaders by their places atop Lenin's tomb during official events. A subtle shift in one's closeness to the leader was significant. That may explain how Russians can pick up subtle messages in a group. Soviets cannot rely on the media to receive their news; speaking out and asking questions have not always produced good results for Russians; they have learned to watch , to be observant, to make their assessment, and to respond accordingly.

During my two visits to the U.S.S.R., I noticed some key cultural differences between Soviets and Americans. Lawrence and Vlachoutsicos, in, *Behind Factory Walls* (1990),[4], present a comparison of Soviet and American cultural characteristics from F. J. Turner's, *The Frontier in American History* (1920),[7], and works by Klyuchevskiy, Lichutin, and Piskotin [3,5,6]. I would like to highlight these below, as I found what these authors are describing to be very consistent with my own experiences with the Russian people.

Cultural Characteristics of the United States: [4,7]
1.Individualism. Coarseness and strength combined with acuteness and inquisitiveness. Quick to find expedient means, practical, inventive. " A masterful grasp of material thngs, lacking in the artistic but powerful to effect great ends; restless, nervous energy, dominant individualism working for good and for evil and with all the buoyancy and exuberance that comes with freedom."

2.Cooperation. Americans had a means of supplementing their individual activity by informal combinations, including a great capacity for extra-legal, voluntary associations. This power of the newly arrived pioneer to join together for a common end without the intervention of government institutions was one of our marked characteristics. Examples of this are log-rolling, house raising, husking and quilting bees, camp meeting, mining camps, the vigilantes and cattle-raising associations. The squatters associations protected their members against the speculators by securing title to their clearings on public domain. This attitude is one of the most characteristic and important features of the Amerian today.

3.Innovation. Courageous determination to break new paths, indifference to dogma or that just because an institution or conditions exists, it must remain so. Spirit of innovation.

4.Democracy. The ideal of a free, self-directing people, responsiveness to leadership in the forming of programs and their execution, but insistance that the procedure should be determined by free choice and not be compulsory.

5.Individual ownership. Land was the primary object of ownership. Land on the frontier seemed free for the taking and this reinforced the notion of individual ownership.

Negative aspects to individual ownership and frontier democracy include strong selfishness and individualism, intolerance of administration, valuing experience over education and pressing individual liberty beyond its proper bounds. Individuals locked in competition periodically erupt in violence. Tension between competitors and cooperative tendancies continue. Innovation and change has fostered chauvenistic nationalism and adventurism. Private ownership can turn into excessive materialism and democracy can dissolve into factionalism and separatism.

CULTURAL CHARACTERISTICS OF THE SOVIET UNION [4]
1.Cautiousness. Great Russia with all its forests, marshes, and bogs at every step presented to settlers thousands of minor dangers, unforeseen difficulties and unpleasant things, with which it was constantly necessary to cope and struggle. They trained the Great Russian to. . . look both ways.. . In the battle with unexpected blizzards and thaws, with unforseen August frosts and January sleet, (the Russian) began to be more circumspect than farsighted; he learned to think more of consequences than to make goals; he nurtured in himself the ability to sum up things concerning craftsmanship and to make estimates.

2.Unpredictabilty. (However cautious,) the thrifty Russian at times loves to make the most hopeless and least careful decisions, contrasting the caprice of nature with the caprice of his own courage.

(This gives the impression that) the Russian seems to be indirect and insincere. (He) thinks ambiguously and this seems like duplicity. He always goes straight to his goal even though it is often not carefully considered. He goes, looking about him, and for this reason his gait seems evasive and hesitant.
3.Intensive work and rest. The great Russian is sure of one thing:...that nature allows him little suitable time for working the land.... This forces the Russian peasant to hurry to work hard in order to accomplish much in a short time... and then to be idle in the fall and winter. (He is) are capable of great exertion of labor but (at the same time) lacks the habit for regular, moderate, measured, and constant labor. [3]

4.Communal work. The inclination to work together in groups developed gradually. "Sociability and the qualities of the noisy crowd are characteristic of Russians." [5]

Because medieval Russian commerce developed under conditions where land was relatively plentiful, rules limiting individual land use seemed unnecessary. In terms of self-management, the peasant commune had extensive jurisdiction. It managed the distribution of lands and regulated their use, alloted tax, selected village authorities, and organized mutual aid. By the end of the 19th century the peasant commune had developed characteristics of cliquishness and rigidity that tended to tie the peasants to the land and blocked the growth of the whole Russian market and capitalism.

5.Centralism and decentralism. " Geography was a primary force behind the development of unity and centralism in the Russian character. " Rivers promoted communication. Centralization was born in the struggle against the Mongol-Tartar yoke. "Dispersion of the population throughout huge territories, poor roads, illiteracy, and an undeveloped political life provided the base for centralization of power. Despite its negative aspects, people understood that centralization was a necessary guarantee against organized enemy attack and the arbitrary rule of local officials." [6]

Decentralized approaches to organized state government grew out of the colonization of Siberia and Peter the Great's program to build the Russian fleet and the building of the great Siberian railroad. Historically, the Russian people have passed through wave after wave of turbulence and crisis.

THE LECTURE AND LESSONS

I delivered my first to thirty-five Psychologists from the State Committee on Education. First I explained what is meant by the term experiential education and my professional involvement in it at Dartmouth College and Boston University and Outward Bound. I told them that the only way to benifit from E.E. is to particip

ate in it at this moment with everyone formally dressed and behaving in a formal manner I introduced them to the concept of responding naturally to a series of questions in which people had only to raise their hand in acknowledgement to any question if it in any way touched on an event in their lives. This exercise allowed individuals to express themselves in a group context where they felt support from the other members.We moved into a more active game involving decision- making and movement. .

I then told them the history of Outward Bound, the experiential education movement in the United States and how it has been adapted to different groups and different needs to combat everything from lack of self-confidence to the willingness to work effectively in a group.

The learning goals of experiential education are:

1. To increase the participants sense of personal confidence.
2. To increase mutual support within a group.
3. To develop an increased level of agility and physical coordinatiion.
4. To develop an increased joy in ones physical self and in being with others.
5. To develop an increased familiarty and identification with the natural world.

The Russian State Committee on Education is interested in learning more about research, costs of programs and the psychological theories behind them. They want to know how outdoor adventure activities differ from more traditional sports activities. They want to translate Kraft and Sackof (Theory of Experiential education) for distribution in Russia.

They kept me busy during the rest of my stay visiting schools including Pushkina where I had a wonderful opportunity to work directly with students. I was able to construct many of the outdoor training units we use at Dartmouth and work with groups of up to 15 students while scores of willing participants looked on. In the boarding schools I visited it was the homesick students who made use of our ability to encourage students to reach out rather than hide in the dark corners of their school. .

I lectured thirty-five Colonels from the Ministry of Internal Affairs. Their special interest was in youth-at-risk. At that time the Militia had a new leader Vadim Bakatin whose progressive attitude was trickling down through the ranks.

I continued to lecture at the University's psychology and biology departments, as well as language institutes, narcology clinic and factories. I introduced practical lessons to students from normal schools, special language schools, polytechnical schools, and University students.
To summarize: I returned with proposals from the University, psychologists and special institutions [Appendix 3], all of whom are looking forward to the benifits of experiential education. They feel strongly this method will help them to develop new strategies to cope with the changes going on in their country, including their foremost challange of recognizing the individual after years of totalitarian rule.

CONCLUSION

It is clear to me that Americans and Russians educators stand at a crossroads . The better route taken will be the one which they travel together; the one where we can so easily share our experience. Experiential education helps small groups define their goals while encouraging individualism in the context of a collective. It teaches people the importance of listening to others, encourages independent thinking, and motivates risk-taking and trust. It realizes all the tenets of democracy and still allows individuals to emerge as leaders. It encourages people to speak out and challenge themselves and society. Experiential education provides events that demand a deliberate choice and this creates a sense of urgency which provides combustion for the kind of learning that will be remembered for a lifetime.

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GREAT SMOKY MOUNTAINS
SOVIET EXCHANGE, SUMMER 1991

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Abstract

As a participant in a Soviet / United States exchange, Ken Voorhis traveled with a group to the U.S.S.R in August of 1991 as a representative of Great Smoky Mountains National Park. The group camped in natural areas and met with Soviet educators , scientists and park mangers, to discuss issues in the areas of environmental education, environmental problems, and land use and preservation. This presentation is a discussion of that trip and a summary of observations made concerning those issues.

Introduction

This past summer I was fortunate to be able to be involved in an US- USSR environmental exchange program initiated by the Great Smoky Mountain Park Commission. The purpose of the exchange was to provide a situation where educators, high school and college students, scientists and park managers from the two nations could discuss and observe common environmental concerns and solutions. The resulting exchange involved 22 Soviets and 22 Americans in an experience that allowed for the development of deep friendships and an understanding of each other's lifestyles and concerns in a way that would not have been possible such a short time ago. Five of us joined the delegation as representatives of Great Smoky Mountains National Park. Because both delegations stayed in private homes and toured and camped in wilderness areas together, the exchange was a tremendous learning experience.

Before the trip I wrote the following personal objectives for the experience: To learn about the common environmental problems we share and people's attitude about their relationship to and awareness of these problems: To share ideas about nurturing appreciation and awareness of our relationship to nature as a means toward proper management of natural resources.

Throughout the trip I was satisfied that we were accomplishing a great deal through the exchange of ideas and the development of concrete relationships and contacts with people who had similar objectives. The trip was a tremendous learning experience but I believe only the beginning for future cooperative endeavors that will grow out of this initial visit. The following observations summarize the beginnings of my understanding of the Soviet people and our shared concerns.

Observations, concerns, and possible solutions

Environmental Education

From what I observed, environmental education efforts in the Soviet Union are just beginning. While they do use some similar techniques to those used in the U.S., materials and training did not seem readily available. What I did see was more of an emphasis on nature study and educational efforts aimed at curtailing specific problems. ie. don't shoot birds with sling shots. The environmental education materials that I brought with me were received enthusiastically and it seems that there is a great deal that we could share with them about programs which are being conducted in the United States.

An area that impressed me was the way the Soviets utilize field experiences within their schools. Elena , a secondary geography teacher who headed the Russian delegation, takes her students on frequent hiking and camping trips. Through these experiential trips these Moscow city kids have visited tremendously beautiful places and have learned to appreciate the environment in a very real way. As in the United States, Elena is only one teacher and her approach has grown out of her own interest. Several others also indicated that they utilized field experiences on the college and high school level and emphasized the importance of involving the students experientially. I think we all agreed that schools in both our countries should allow teachers more freedoms, incentives and training that would allow them to conduct field practices and excursions, and incorporate interdisciplinary environmental education methods into the classroom day to day.

I was especially moved by the Russian's reaction to the experience at our facility, Great Smoky Mountains Institute at Tremont. While with us they spent three days and we led them in environmental education games, a stream exploration, a birding trip, and a dramatic presentation on wilderness in Great Smoky Mountains National Park. During a session reacting to the experience these thoughts were expressed; "Your people, like our people, came from the land which like a mother's milk nursed them and made them strong" " I see that we are not so different because of our love for nature. Because of this I have a much greater hope for peace." "Educating our young people about the ecology and nature is important to our futures, they must understand how things work together and have this love for nature." A number of the Soviets expressed that their experience at Tremont was a highlight of their trip and that they would very much like to establish such an Institute in the Soviet Union. One told me"You caused me to see nature once again like I did as a child and renewed again my appreciation and concern." These to me were very important impressions, reinforcing my belief in the power of and need worldwide for environmental education efforts that place people in direct contact with the natural world.

The exchange that takes place in the future in terms of environmental education has significant potential. I believe we can learn a great deal from each other and have a responsibility to share ideas out of a truly global view of our shared concerns for our peoples and our planet.

Land use and preservation

Through two camping trips we were able to observe the Soviet system of land use and preservation. At Prioksko-Terrasny reserve we witnessed their reserve system where unique areas are preserved and human activities other than scientific research are prohibited. These reserves also have buffer zones surrounding them where activities that would be harmful to the reserve are restricted. With its proximity to Moscow, the research that is conducted at this reserve regarding the effect of industrialization upon the environment is significant. Through discussions with the reserve managers we realized that the Smokies has many similar problems and sharing solutions and data in the future could be helpful to both parks.

Our other trip took us to the headwaters of the Volga River where we row-boated 50 kilometers down a series of beautiful finger lakes also worthy of preservation. It was strange to recognize that all of the lands that we passed were owned by the government. In this regard the area around the Volga lakes is somewhat protected, but tourism in this area is growing and uncontrolled development could threaten the region.

At our education round-table discussion we became aware that because of current reforms, and uncertainties about the political structure and economy, citizens have begun to seize ownership of lands and resources. Even on the reserves people recognize that the game, timber and other resources are more abundant and they are taking them for themselves. While laws are in effect they are often not enforced and the uncertainties of what the near future will bring is causing people to react in this way. Another impression I had was that because the Soviet Union is such a huge country with fairly concentrated population centers, there is a frontier type mentality that there are more than enough lands and natural resources available to meet the demands. We discussed solutions to these concerns from developing a park system similar to ours with rangers to enforce the laws, to mass environmental education. We discussed some of the mistakes and victories that the United States has experienced in relation to land preservation. This is an area where we can share a great deal with the Soviets but the problem is immediate and learning from our mistakes may not be possible.

The idea of educating people about the problem is a good one but requires people to take a long view of things. Teaching people about stewardship of the land for the future who are uncertain about tomorrow is difficult. Along with education it is important that as the Soviets move to a market economy, proper controls are initiated that address the important issue of land use and preservation for the future.

Environmental Issues & concern

It wasn't surprising to find that many of the environmental problems in the Soviet Union are the same ones that we are dealing with in the United States. Because the government is both the polluter and the regulator however, the problems in the USSR seem magnified. The majority of what I learned from the Soviets about their level of environmental concern about issues occurred through conversations with individuals. The following comments reflect what I learned though those conversations and the impressions that I developed concerning their attitudes.

Illya, a radio-chemist with the Soviet delegation, mentioned the practice of factories dumping pollutants at night when it was less obvious. When I asked if this was a common problem he laughed and said, of course. Of government control he indicated that the government is a business first. When asked about people's level of concern about environmental problems he said that the uneducated people aren't concerned because they are not aware of the problems or don't understand them. Others are concerned but don't feel like there is much they can do. We spoke of our system where we try to elect those that we think will make sensitive decisions. Illya said that he is hopeful of movements in this direction and "supposes scientists especially should, like a ringing bell, say pollution is real, it is bad, the government should do something about it." He didn't sound hopeful however. We talked of problems such as heavy metals, toxic pollutants, solid waste disposal, Chernobyl and others. Illya indicated that "they are looking for solutions but there are such big political and economic questions and these are big problems with solutions that require much money."

In speaking with others I heard the same things. People are concerned but the future is uncertain and there is little they can do. The uneducated are not aware of the problems and their economic concerns outweigh any concern that they might have for the environment. The people do not see the government as capable or likely to tackle the problems. The feeling that the individual can make a difference is new to them so hope for solutions is low. Although they seem to have many of the necessary technologies, the inefficiencies and corruption within their system makes it difficult to change things.

On the trip to the Prioksko-Terrasny Biosphere reserve I was interested to hear the director, say the same things that people in our country are saying concerning the environment. "Ecology and concern for the environment will have to take precedent over all other concerns, all things are connected and affect one another, we have only one Earth." Education of people about the value and necessity of careful stewardship of our natural resources was something that he and others emphasized as critical to the future and something that they give high priority within their programs.

Though the environmental picture in the USSR seems dismal, my experience helped me to recognize the global influence of these problems. I have often spoken of our environmental problems as effecting the entire planet but this experience really brought that home. People in Moscow are affected by pollutants that settle on the city from all of Europe. This is but one of many problems that know no borders. With its huge land mass the extent of the problems in the USSR has a significant impact on the world. This perspective of global consideration is one that the world must understand. We must insist that all nations work together to find solutions to environmental problems for the sake of each nation and for the planet as a whole.

When I asked about the Soviet's impression of the United States, Margarita , a graduate student in Geography, mentioned that she observed a greater concern amongst our people for nature and the environment. While she was probably exposed to a biased population on her trip I was pleased to hear this as an overall impression.

Future possibilities

The effect of this trip upon the lives of those who were involved is certainly going to be a significant one. The potential for what we can now accomplish through our friendships, contacts and simple understandings is equally significant. As we toasted each other on our last night in Moscow there was much talk of the future possibilities. All of us involved have an important responsibility to see that the things that we experienced and learned are shared with others and that future possibilities become real. Some of the ideas that are being pursued already include, a cooperative relationship between Great Smoky Mountains National Park and Prioksko-Terrasny Biosphere reserve to share data and methods realted to similar problems, inviting students to work for a year as a naturalist at Great Smoky Mountains Institute, a long term student exchange program, linking our soviet friends to an environmental education computer network, inviting the Soviets to prepare a joint presentation on environmental education at a major conference in the U.S., an environmental youth summit at the Institute, and many others.

Conclusion

One of the things that impressed me most on this trip was the spirit of the Russian people. They are an ingenious and persistent people that have tasted freedom and long for changes that will allow them to explore their dreams. Their love for their nation is obvious and their commitment to make it through hard times is admirable. They opened their homes and lives to us and shared their feelings, thoughts and concerns with joy. They camped, rowed and hiked, with us, ate and drank with us, shared the things they loved with us, rushed from metro station to metro station with us, laughed, cried and sang with us, and let us catch a glimpse of their way of life. They dissolved fears and perceptions and helped me realize that we share the same needs and dreams. As I listen to the events unfolding in the Soviet Union only a week after leaving there I am hopeful for my new friends and the bright future they deserve. If anyone can make it happen I believe they can.

A final word

When asked what personal things I would like to do when in the USSR I said that I'd like to spend an evening playing guitars and sharing songs with the Soviets. In the end there were only a few nights when we did not do so. Those late nights sharing music around the fire are one of my best memories. Music seems to be the great equalizer, allowing one to sense another's uniqueness while identifying with the similarities. Peace seems a much easier task after singing together. An additional verse to a song about different places and the memories that are fixed by the songs seems an appropriate way to end these ramblings.

By the waters of the Volga
around the fire two languages resound
the songs say as people we feel much the same
our differences aren't so plain.
Sing another song and pass the time on by,
My Russian friends we'll meet again sometime.

PROJECT RAFT's WHITE WATER DIPLOMACY: SOVIETS AND AMERICANS IN THE SAME BOAT

Jayne Williams

Hello, Siberia!

The morning had been clear, but rain was lashing over the river as we pulled our rafts up the bank. A swarm of young Russians and Americans unloaded fat blue bags of gear and food, cheerfully cursing the weather and the cliff towering between us and our camp. The path up was steep and treacherous, and gave no particular promise of luxurious camping above. Still, we headed up to reconnoiter.

All thoughts of campsites left our minds at the top of the hill. Standing in a soggy semicircle, a reception committee from the village had been waiting for us for hours. Radiant and courteous in red and gold Altai costumes, some held ineffectual umbrellas, others proferred trays.

One young woman stepped forward, resplendent in scarlet wool. "Welcome to and to the Altai Mountains. This is the most important day in our history." As she introduced the group, we sampled the delights on the trays. Earthenware cups concealed a sour, effervescent potion—fermented mare's milk. The stuff was vile, but the welcome touched us all. Before we left Inya, we had met the whole village; played soccer and volleyball; received "friendship belts," reindeer antlers, flowers, pins, books, bowls, honey, and pictures; attended a wild concert of Altai music and dance; eaten ceremonial boiled goat, and surfed a giant wave of friendship.

It's all in a day's work for Project RAFT—Russians and Americans For Teamwork.

Project RAFT—a Primer

Project RAFT focuses on a white water rafting Youth Exchange program. Last August, RAFT took ten college-age Americans to the Soviet Union, joined up with a team of ten young Soviets, and their guides and interpreters, and everybody went merrily down the Katun River in southern-central Siberia on a twelve-day river trip.

Sounds like fun? It is fun. It's what outdoor junkies live for. It's exhilarating, challenging, hilarious. But fun is not what RAFT is all about. The Project is based on a serious philosophical position, and aims to accomplish serious things, like making this precarious planet a safer place to live.

The gist of Project RAFT's approach: The United States and the Soviet Union have been and still are in a state of conflict in our defense policies, our ideologies, and our competition for the world's dwindling resources. But, as we are only too aware, we are all threatened by the spectres of nuclear war, overpopulation, pollution, and global hunger. Everyone's future depends on these two superpowers finding ways to work together to solve these problems, regardless of our many differences.

In other words, we are all at risk together, and we have to learn to cooperate right now to minimize that risk. If we don't put our conflicts aside and work as a team, we'll all be in serious trouble.

Risk and the River

It's today's world in a nutshell, and to river guide and RAFT founder Jib Ellison, it's also "an exact description of a raft on a wild and hairy river. When a bunch of people take their paddles and step into that boat, there's no room for their differences, their prejudices, their backgrounds, or any other cultural baggage. There is only the rapids, the boat, and the crew." It doesn't matter if that crew speaks the same language, thinks the same way, believes in God, studies Marx, or eats meat. It doesn't matter if they like each other. All that counts is that they paddle together to survive the turbulent water.

It's a striking metaphor and a great model of international cooperation, and that model is what Project RAFT is really about. More than having fun on the water. More that enjoying the wild Altai scenery. More than singing around the campfire. Project RAFT's expeditions are about Americans and Soviets facing risk together and learning how to survive as a team.

In 1986, Ellison founded Project RAFT, and began working to establish a Soviet-American white water youth exchange. After ten years as a river guide in the United States, Zambia, and New Zealand, he had seen thousands of people transformed by river trips. He envisioned the same thing happening to young Soviets and Americans as they challenged the rapids together.

Putting this idea into action seemed like a logistical nightmare. How do you run a river trip behind the Iron Curtain? Are there any good white water rivers in the Soviet Union? Is there any rafting in Russia at all? What will we eat? Ellison's research led him to Cynthia Lazaroff, a Soviet exchange specialist who established a trekking youth exchange in the Caucasus mountains in 1984. Lazaroff offered to put Ellison in touch with Sovintersport, a division of the Soviet Sports Committee.

Expect the Unexpected

When the laconic telex arrived in May 1987, nobody was really prepared for it: "Sovintersport now ready to receive group for aquatic tourism. Itinerary Katun. Dates July 27 thru August 15"

So, on July 27th, sixteen more or less ordinary Americans arrived at a mountaineering center near the headwaters of the Katun River, 3,000 miles south-east of Moscow. The camp stood in an alpine meadow, on the shores of a turquoise lake, dwarfed by the shimmering white wall of 15,000 foot Mt. Belukha. Nobody thought Siberia would look like this.

Nobody expected the Siberian rafters, either. The dining tent at Camp Ak-kem was covered with pictures of exotic-looking vessels and monster rapids. On inquiring as to the origin of these photos, the Americans were directed to their head Soviet guide and future collaborator, Mikhail "Misha" Kolchevnikov.

Misha, a teacher by profession, turned out to be as gnarly a rafter as the American crew had ever met. For twenty years he has invariably used all his vacation time to run Siberia's toughest rivers, introduce young people to river rafting, and organize and promote a national rafting competition, the Chuya River Rally. In between work and expeditions, he has written two books on rafting and contributed to several guidebooks.

While Misha's energy and drive (he would say craziness) have made him a legend in the rafting community, his burning dedication to the sport is far from unusual. All rafting in the USSR is non-commercial, conducted by small groups of amateur fanatics. Boats are all individually designed and built by hand from whatever materials the builder can buy or scrounge. There are two basic designs, a nimble, elegant catamaran raft, and a sturdy, unflippable "ploat," a large rectangular frame with two sweep oars, resting on three or four gargantuan pontoons.

Project RAFT's 1987 expedition was a scorching success. The Katun River turned out to be eminently suitable for a Youth Exchange, satisfyingly remote, beautiful and challenging without being dangerous. Even better, the camaraderie and friendship that quickly developed between the American team and the six Soviet guides and interpreters were strong evidence that RAFT's model of cooperation works. Americans and Soviets, strangers to each other, divided by language and culture, worked together for a common goal. And they even had fun.

RAFT in 1988

After this first trip, Project RAFT accelerated. Ellison made arrangements with Sovintersport for several more trips in the USSR in 1988. These expeditions would raise sorely needed cash for the proposed Youth Exchange, and give more people the chance to experience the Altai. Then Sputnik, the Soviet International Youth Travel Bureau, agreed to the youth exchange: one trip in the Soviet Union, and one in the United States. Early in 1988, RAFT was approached by American Adventure Productions about filming a Siberian expedition. Another trip joined the schedule, and then another, when Misha invited RAFT to bring the first international team ever to the Chuya Rally.

The snowball was rolling. The Project gathered momentum; the film contract was signed, the Chuya Rally team was born, and the whole snowball flew back to Siberia. Over four hundred Soviet boaters made the pilgrimage to the Chuya, giving the four Americans had plenty of attention. One enthusiastic guide made a great impression on the Soviets with persistent attempts to communicate in Spanish. The team's lone woman bemusedly received of armloads of wildflowers. For all the hospitality, though, the Soviet competitors left the Americans far behind. Ploats and catamarans proved better suited to the Chuya's wild slalom course than even the finest American paddle boat.

During the Rally, sage Siberians remarked that the water level looked high, and indeed, when the Project RAFT/American Adventure Productions team returned to the Altai Mountains in June, the Katun River was running at flood stage. The 24-person Soviet and American crew made it down the Katun with only minor mishaps, but when they helicoptered over to the next river, the Chulishman, it was clear that the rivergods were having a major party. Massive waves and holes forced the crew to abandon the Chulishman after the first day and hike up "The Hill From Hell," a 2,000-foot canyon, with all the expedition's gear.

Flood water also curtailed RAFT's next expedition: the Bashkaus, the Soviet Union's most difficult river. Only one out of three groups to attempt the Lower Bashkaus successfully navigate its ferocious gorge. Misha Kolchevnikov warned that flood stage was not the time for a first Western descent. Although many of the seasoned boaters who signed up for RAFT's first benefit trip were reluctant to abandon the goal, prudence triumphed, and the team ran the Upper Bashkaus instead. The idea, after all, is to put Americans and Soviets in the same boat, not to commit white water hara-kiri.

RAFT returned to the Katun in late July, when the waters had dropped, and the Katun had resumed its friendly aspect. The crew for this expedition were a motley bunch of white water diplomats whose only common bond was a desire to meet Soviets in an ideal environment—the river. Their Soviet guides hailed from the small Altai city of Rubtsovsk, "the center of world tourism." Despite everyone's differences, the river worked its magic on all the boaters, and the first Citizens' Katun Soviet-American expedition inspired some of the most eloquent correspondence ever to reach our shores. "You and I and all of our people with warm heart have melted the eyes of the distrust between our countries," wrote Lyova. Quite so.

After a summer of emotional highs and lows, wild successes, and occasional frustration, Ellison and RAFT Project Director Mike Grant awaited the arrival of the American Youth Exchange team with excitement and apprehension. This was what all the work was for: tomorrow's leaders in the same boat. Four airports and 15 hours of jet lag after leaving the USA, the pioneers of white water youth exchange crawled off their midnight plane in Barnaul, Siberia With dead legs and sandpaper eyes, 19 exhausted Americans suddenly found themselves in the middle of a consensual hallucination: a mob of young Soviets showering them with roses, snapping pictures, grabbing their luggage and firing questions. The melee reassured everyone: it was going to be fine.

As the culture-shock flotilla paddled into the unknown, it was indeed fine. It was not, however, all fermented mare's milk and roses. As on any expedition, breakdowns did happen. People had trouble understanding each other. Things got lost. The cultural norms of chivalrous Soviet males clashed with the habits of American females. Seven vegetarians confused the Russians. Siberian sushi—raw trout—surprised the Americans. Sometimes it was tough, but it worked. Young Soviets, young Americans, and their support crew came together when the going was ragged, and at the end, we all knew we'd done something remarkable.

When the monster hole of the Witches' Sabbath boiled ahead, we paddled together.

When we lit a fire in the rain, we shielded each other.

When our bags were at the bottom of a cliff, we heaved them up together.

When the Americans' flight was leaving, we stood at the airport and cried together.

All through the trip, we survived together. More than surviving, we **lived** together. We laughed, sang, cursed, sweated, cooked, cried, played and worked together. In our small group, we created a microcosm of a better, safer world. Not a world without conflict, but a world with ready means to resolve conflicts. A world where concern for the environment transcends eagerness to profit from natural resources. A world where differences are put aside to achieve common goals. A world where our shared humanity outweighs every other consideration.

Project RAFT is a model of cooperation for our world—for each of us. And it works.

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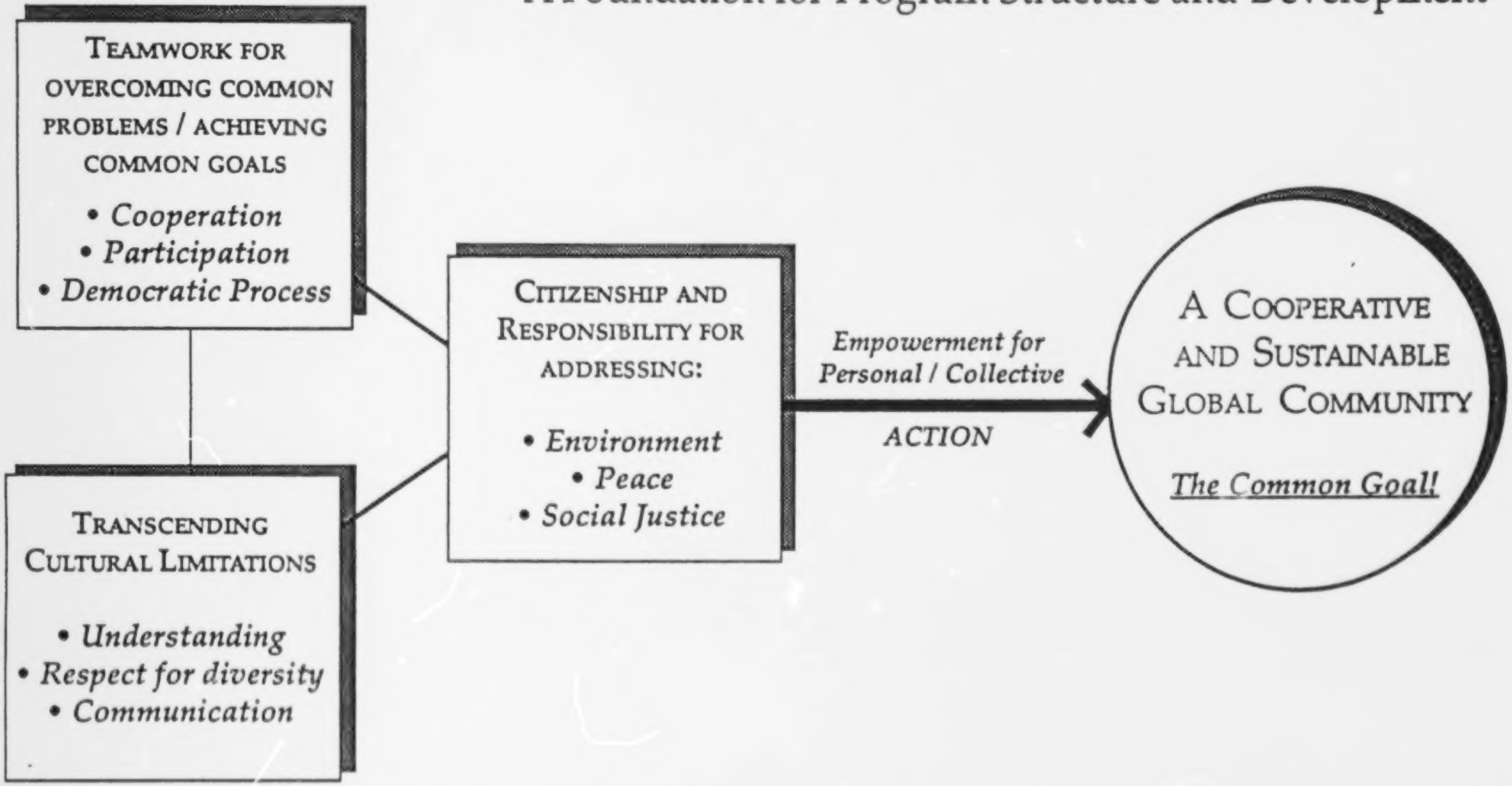
Project RAFT
Wilderness Seminars
A Foundation for Program Structure and Development



TEAMWORK FOR OVERCOMING COMMON PROBLEMS / ACHIEVING COMMON GOALS

- *Cooperation*
- *Participation*
- *Democratic Process*

TRANSCENDING CULTURAL LIMITATIONS

- *Understanding*
- *Respect for diversity*
- *Communication*

CITIZENSHIP AND RESPONSIBILITY FOR ADDRESSING:

- *Environment*
- *Peace*
- *Social Justice*

Empowerment for Personal / Collective

ACTION

A COOPERATIVE AND SUSTAINABLE GLOBAL COMMUNITY

The Common Goal!

Purpose - To utilize wilderness settings as an educational forum for empowering people from different cultures to take individual and collective actions, which create positive results in their lives, communities, and the world.

Environmental Issues and Education Track

CONNECT WITH NATURE: REGENERATE PERSONAL AND GLOBAL BALANCE

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Abstract

In its pristine state, the natural world approaches perfection within and about us. It survives and grows through 53 pervasive senses of, by and from Nature. The interconnections and parameters of these natural senses creates Nature's diversity, wisdom and balance. Acting in congress, they make sense. However, our disruptive Western upbringing creates problems. Unlike upbringing in more peaceful unpolluted cultures, it excessively separates us from Nature. As it emphasizes artificial living and abstract reasoning, it painfully disconnects our natural senses from the natural world. This stresses and deteriorates Nature's self-regulating harmony internally and environmentally. Runaway personal, social and environmental problems result. New, unique activities which scientifically enable our reasoning to let the natural world rejuvenate its injured senses, regenerate balance.

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"The senses, being the explorers of the world, open the way to knowledge."
- Maria Montessori

Dramatically, scientifically, outdoor education has given birth to an environmentally sound breakthrough. A new sensory technology has shown to catalyze personal and global balance by inextricably connecting modern consciousness to its roots in Nature. The technique is used in natural places: wilderness, backyards, even terrariums, anywhere one can sense Nature's attractions. There, it creates a teachable moment in which Nature touches us multisensually. Ensuing thoughts, feelings and reactions trigger discussion, sharing, and analysis. The technique awakens and strengthens natural feelings. It therapeutically connects Nature within and without, reducing our strained relationships with the natural world(Cohen, 1989). It is a unique contribution to personal and global sanity.

For decades, psychologists have scientifically demonstrated that environments shape our perceptions of reality (Cohen, 1988 chap. 1). For example, when simultaneously placing each of our hands in very hot and very cold environments for a minute, and then plunging both hands into a basin of lukewarm water, the lukewarm water feels hot to the cold hand and cold to the hot hand. Similarly, modern people, on average, spend over 95% of their time indoors. Our artificial environment's extreme separation from the natural world powerfully shapes our perceptions of Nature. This breeds disastrous environmental and social problems.(Cohen, 1986, chap. 18).

They're seldom found in indigenous societies which culturally and physically live close to Nature. (Cohen, 1988 P.177-180) (Farb, 1968 Chap. 2.)

Nature as Teacher

As an independent investigator and educator, for the past thirty years I, along with my consensus-governed student groups, have lived and studied exclusively outdoors throughout the seasons (Cohen, 1988 PP 56-59). Over time, I discovered how to let Nature itself teach us its balanced workings.(Cohen 1988, Chapter 3). Slowly, our extensive explorations in natural areas encouraged us to emulate Nature. We began to perceive and relate in its stable, utopian ways. I found that to know Nature as Nature knows itself enables one to enjoy Nature's power and peace. (Frank, 1966).

In order to survive, my outdoor learning groups developed an eclectic scientific process. We discovered that to effectively establish contact with Nature and its wisdom, *we had to acknowledge senses and feelings as facts*. Although feelings are usually scientifically taboo, we recognized their omnipresence in us as a reliable, repeatable truth. "I feel therefore I am" became as important as "I think therefore I am" when we considered what we might be if we didn't have any senses or feelings. We observed that when we excluded our feelings, our groups developed major problems and excessive stress(Cohen, 1985 pp 7-102). We concluded that scientifically observing the world while disregarding senses and feelings, was like watching television with the sound turned off and believing you fully understood the programs.[4]

Thinking Like Nature

The natural world is a global life community. When free of our hurtful cultural practices, it approaches perfection. As it organizes, preserves, balances and regenerates itself, Earth creates an optimum of life and diversity. As if by magic, it does this without producing garbage, pollution, or war; insanity, excessive stress or violence(Young,1986. chap. 79). Our relationship to the natural world is like our leg's relationship to our body. With the exception of our destructive cultural tendencies, we are each a seamless continuum of Nature. (Samuels, 1983)

Gregory Bateson identified the modern world's greatest challenge. He noted that our personal, social and environmental problems result from the difference between how Nature works and the way people think. I've found that to think like Nature, *it is logical to trust our unmediated experiences in Nature*. Words and concepts mediate Nature's workings. For example, words tell us we experience and learn from five senses: *touch, taste, smell, sight and hearing*. However, I and others find that, we inherit not five, *but over 53 pervasive senses of, by and from Nature*.(Murchie 1978 P. 177-181) But, don't believe us. Instead, trust your unmediated experiences. That's the turning point. Unmediated experiences are vital facts, data and evidence. Do you or don't you sense or feel *hunger? thirst? compassion? place? nurturing? color? community? space? sex? language? gravity? form? motion*? By including the five senses we already acknowledge, this totals 18 senses. And if what I'm saying disturbs you, so much the better. Your disturbance is a feeling. It indicates that your sense of reason is alive, and challenged. That makes 19 senses we've identified. There are a minimum of 34 more, including *electromagnetism, direction, season, hormonal, distance, self, fatigue, trust and belonging to a larger whole*. Nature does not use a spoken or written language to communicate or intercommunicate. Sensitivity to natural senses is how Nature works. Senses were "invented" by Nature, not people. To gain Nature's intelligent balance, it is reasonable to trust and strengthen our natural senses.

Each of the 53 senses arises as part of Nature's diversification. For example, an organism living in the sea has little need for being attracted to water. But, as a land animal evolves, a vital survival sense similar to thirst must simultaneously evolve to keep the land organism connected to water and vice verse. Although we don't know how other organisms experience senses, we do know that we sense them as feelings.

Connecting With Nature

Natural senses connect us with Nature; thirst to water, hunger to food, respiration to air, and community to our immediate surroundings. Reasoning and language(symbolizing) are but two of 53 natural connecting senses. They are not our only, nor most objective way of knowing, nor does the natural world culture or depend upon them as we do.

The natural world is a life system, a community of organic and inorganic parts. In order for the global life system, or any system, to function, each of the system's parts must connect with the system in some way. Any part or particle that isn't somehow in communication with a system can't be part of it. It can't coordinate its activities with it.

People are part of the global life system. We must be in communication with it. How? Like all else in Nature. Through natural senses.

The natural world flows through us and vice-versa. Through microorganism-mineral connective senses, every few years over 95% of our body is replaced molecule by molecule, atom by atom, by new molecules and atoms from our surroundings. Not too many, not too few, just the right amount for our lives to flourish and global life to continue flowing. Every seven years or so the environment completely replaces us. It becomes us, we become it (Murchie p.321). Natural senses, not books, telephones or human intelligence, catalyze this life giving flow. Using natural senses alone, over 3 billion years ago microorganisms intelligently "invented" immensely complex processes such as photosynthesis, respiration, and fermentation; genetics, the atmosphere and our living Planet(Margulus 1986, Introduction). We might define death as a time or place when some natural senses and the flow stop, when we become the environment permanently.

Balancing The Flow

Recently, disbelief shook a conference of educators when I said "We devalue Nature's sensory gifts to the point that we don't recognize their contribution to our personal lives." To demonstrate this, I asked an elementary question. There was dead silence. Seconds ticked by like hours. The moment frightened me. Perhaps they would be angry. After all, every soul in that room knew the answer to my simple question. You may be speechless too, when I pose my question to you a paragraph from now. Yet you, too, will know its answer.

People are part of Earth's flow of water. As it does in all organisms, water from the environment flows into us, through us and out of us. But, during this process, neither an excess nor shortage of water enters or leaves us. We neither bloat nor dehydrate. Obviously, a sensitive regulator guides and balances water through us.

So now let me ask you that simple question: *How does our body know to intake, regulate and balance water?* Are you now quiet too?

The water regulator you know best is a sensation or feeling called *thirst*. Surprised? Don't be. Most people can't bring to mind this sense, or other natural senses because our upbringing demeans senses and feelings rather than culturing them. We do this because long ago, our tropical ancestors discovered that by using their cerebral cortex senses of language and reason (Bob Samples, personal communication, October, 1987), they could creatively survive anywhere. Authoritarianly, these two senses could conceive and technologically convert natural habitats into artificial, tropic-simulating environments, free from Nature's fluctuations. Survival became suppressing the other natural senses, or intensely programming them to respond to abstract artificial reasoning(Cohen, 1988 chap. 9). Today, this acculturating process continues. For example, we are legally required to spend 18,000 childhood hours indoors using "the 3 R's" in order to become respected citizens. Unlike more balanced societies, today we disown many natural senses because we believe that:

> *-natural senses are the uncivilized ways of our enemy.* Nature, not people, created senses and feelings, and we know Nature as a villain to be conquered, not extolled. We excessively bomb, bulldoze, annihilate, maim, poison, capture, cut, exploit and destroy the natural world, condoning this process as survival, improvement and progress. In our language-governed society, words are our destiny. Think of all the "dirty" words you know. Note that they describe Nature. And "Villain" means "countryside inhabitant", "heathen" means "bog inhabitant". Note that Satan, the biblical explanation for our problems, is Nature; he has fur,

horns, claws, scales, forked hoofs and a tail; he's seldom a white man. We negate natural senses like we negate other nature-connected beings including indigenous cultures, people of color, minorities, women, and children. As shown by our deteriorating environments and annihilation of species, we treat Nature like hitting a pretty girl in the face with a shovel (Cohen, 1983).

-*senses are subjective and immediate*. Each of us may experience senses somewhat differently and for varying durations.

-*senses interfere with our God-given dominion of the world* (Genesis 1:28). We don't control senses. Like thirst or suffocation, senses control us. To survive, we must meet their demands.

-*senses are not materials*. To our materialistic outlooks they are immaterial. Senses are not matter, so they don't matter. These word similarities are not coincidental.

For these reasons, we don't validate natural senses. Instead, we subvert them by ignoring them or by "toilet training" and similarly conditioning them to our indoor customs and technologies (Frank, 1966). Out of habit, we place more trust in things like a modern plastic nursing bottle full of chemicals, than we do in the living Earth's time-tested, balanced breast of life.

The Fabric of Balance

The sense of thirst's balancing of water within us exemplifies each of the 52 other senses' balancing of our lives. Each sense participates in Nature's governance. We're seldom aware that by activating or deactivating like control valves, natural senses regulate. For example, thirst not only motivates us to drink the Planet's water, but quenched thirst feelings tell us when to stop drinking. That sensory change is an essence of Nature's self-regulation. We are as one with Nature. When we feel varying intensities of thirst, or any other natural feeling, we are actually sensing the natural world nurturing and balancing itself in and through us. We seldom validate that our deeper feelings are shared with Earth, that thirst is as much a part of water and its flow as is wetness.

In concert, Nature's many senses create a global symphony as they touch and modify each other. For example, salinity (*chemical senses*), heat (*temperature senses*), *seeing*, *touching* or *hearing* water, and exhaustion (*fatigue senses*) affect the intensity and frequency of thirst. Similarly, through brain wave studies, researchers confirm that each of our daily adult thoughts and acts originate in, and can be modified by, deeper, old brain natural senses and feelings(Shevrin, 1980). However, our extreme indoor upbringing -including our constantly reinforced artificial values and abstractions- program our consciousness. They bury in our subconscious the global survival wisdom of our old brain Nature connections. Without this wisdom, our adult awareness and reasoning separate from Nature within and without. We exist devoid of Nature's enchantment. It haunts our dreams.

In youngsters, the old brain, yet unadulterated, connects children's consciousness to Nature. Children don't take lessons teaching them to love Bambi. They are born with that love. But when it's re-focused, devalued or injured, it deteriorates. Oh, how our culturally biased thinking detests this truth.

We not only demean natural senses, we also demean Nature's use of them to make sense. Astonishment crosses the faces of people in my workshops as they discover that the closest wilderness to them lies within them. Biologically, emotionally, we consist of wilderness relationships and values. In us are elements of the whale's intelligence, the coyote's persistence and the redwood's endurance. Each of our traits, -tool use, technologies, kindness, sensitivity, language, law, justice, honesty, courage, loyalty- also exist in Nature (Krutch, 1954 chap. 5). Yet, unlike more environmentally responsible societies, we seldom honor wild beings for their innate sense or their vital contributions to our being (Cohen, 1991). It becomes easy to unethically, guiltlessly exploit them.

At One With Nature

We and our living Planet identically operate through a congress of senses, a consensus or common sense which our society tends to demean as wild, spiritual, subjective or psychological. But, as Henry David Thoreau noted: "What we call wilderness is a civilization other than our own." Too often, we forget that the natural world's congress of senses is intelligent(Cohen 1989, p.17). In exactly the same way that it intelligently knows how to heal an injured landscape, it knows how to heal our cuts, burns and emotional wounds. For this reason, outdoor and holistic therapies often succeed where other therapies fail.

To live reasonably and responsibly, we must learn to commune with the natural world in its language, for it won't learn to speak English. How much better all lives might be today if Earth's wise, balancing interplay of senses helped regulate our stressed runaway lives. Imagine the world if we were brought up validating and intensifying natural senses like *belonging to a greater whole, outdoor aesthetics, community, place, compassion, self and nurturing* as strongly as we experience *thirst, sight and language*. For example, we demean Nature by applying the label of "conflict resolution" to social relationships that evoke these natural senses, consensus and common sense. Scientifically, conflict resolution should be known as "awakening Nature within." Win-win solutions are actually awakenings of the *natural sense of belonging to a greater whole*. Another example: Hidden under the label of "instinct," natural senses control and balance a beaver's technological house and dam building efforts as well as its environmental relationships and number of offspring. Still another example: Humus, whose name we share (human) consists of hundreds of diverse, yet balanced, species and elements. An unadulterated teaspoon of humus contains five million bacteria, twenty million fungi, one million protozoa, two hundred thousand algae and billions of mineral molecules, all living in unpolluted, illiterate harmony (Crowfoot 1986 p. 20-1 - 20-6). Natural senses balance people(s) that culture them, too(Turnbull, 1950). Their strong sensations and rituals make social or environmental irresponsibility feel like a criminal, irreverent act. But devoid of suppressed balancing signals from our many natural senses, modern people become cultural objects, programmed soldiers of our civilization's unchecked conquest of Nature.

The Ravages Of Sensual Illiteracy

Our upbringing rips us from the natural world (Cohen, 1988 chap. 10). Every crying or unhappy child is reacting to a painful injury to one or more of its natural senses. Hurtfully, our childhood rips our natural senses from the natural world. It lets them die, or re-bonds their torn raw ends to modern technologies and their questionable effects, or to conflicting geographic, technologic, or ideologic belief systems. Our runaway emotional and substance dependencies - including dependencies on drugs, alcohol, and hurtful people; money, oil, food and forest- result from our attempts to sooth our severance pain. Addictively, abusively, we excessively violate ourselves, each other and Nature not so much for survival, but to obtain band-aids for our injured senses. The greater our pain, the greater are our fears and willingness to accept stupid, destructive or unstable relationships. We end up doing to Nature as was done to our Nature.

Like insane zombies, unlike other species, we guide our daily lives mostly using only four senses: sight, sound, reason and language. Our abstract way of knowing is dangerously thin. One inaccurate word or concept can lead us to harm; language barriers separate individuals and nations.

Our biggest problem, greed, stems from our separation from many healthy natural feelings that were hurt during childhood. When we injure, deprive, or withdraw senses and feelings, we want. When we want, there is never enough.

Over and over again history shows that we can't successfully live by abstract reasoning alone. The polluted, violent, excessive aspects of our society are senseless. They are nonsense because they are disconnected from Nature's wise, guiding congress of senses. They are insane because they are emotionally out of balance. You show me people with problems, and I'll show you people with injured natural senses.

Reconnecting For Balance:

Survival is an emotion, an expression of the universal desire to be.(Cohen, 1988 p.125)

Societies respecting Nature reinforce their citizen's inborn survival feelings. By bonding their children to Nature's harmonic workings, they rarely create the destructive problems of modern life(Farb 1968 Chap. 2). Such people tell me they govern themselves by sensations, by "thinking with their heart." This obviously works. They, environmentally and socially, have lived in balance for thousands of years. Intelligently, sensitively, feelingfully they hold the natural world in awe and in common. This guides and unifies them. They respect habitats as sacred, species and minerals as cherished relatives(Cohen, 1984. p. 212). My outdoor group experiences show me that when modern people embrace Nature, they too learn to intensely feel and cooperate. They too evolve a common sense that reveres being and all beings. As William Shakespeare observed: "One touch of Nature makes the whole world kin."

Any responsible person can help people connect with Nature by increasing people's connectedness with natural senses. We're part of the problem when we don't recognize modern stress as our inner Nature's reactions to attacks by our culture's excessive nature-conquering expectations. I suggest that leaders and counselors connect themselves and others with Nature as follows:

Acknowledge that our deeper feelings are a shared experience with the natural world.

Scientifically define and label sensations and feelings by calling them Nature. For example, identify uncomfortable feelings(anger, fear, depression, anxiety) as "Nature within us experiencing abandonment." Identify comfortable feelings as "Nature within us experiencing s upport." The "inner child" is "Nature within" or "our inner Nature."

Help people directly re-connect their senses to Nature's ways rather than to questionable cultural practices. Ground people in the survival power and wisdom of the global life community, rather than in the artificially competitive, exploitive frailties of modern politics, economics, and education.

Offer guided, unmediated contact with Nature as a means for education and stress management.

Learn to differentiate our natural senses from our acculturated(socially conditioned) feelings.

Acknowledge that in an insane society, a person can't act sanely without experiencing risk.

Recognize that motivation from how one feels, not information alone, changes behavior.

Evaluate thoughts feelings and actions by their long term effects on Nature within and without.

Antidotes

To attain global and personal health, modern people must learn modern techniques and rituals that enable us to think, feel and act in concert with Nature's ways. Over the years outdoors, I've found teachable experiences that accomplish this. Anybody can use them. They are simple, short outdoor activities done in any vegetated area. They bond us to the natural world. There, senses safely awaken, regain meaning and re-establish balance (Knapp, 1988).

On Earth Day, 1990, World Peace University in Eugene, Oregon established Project NatureConnect by publishing their *Field Guide to CONNECTING WITH NATURE: Creating Moments That Let Earth Teach.* This national award winning outdoor activity collection, along with its companion volume *HOW NATURE WORKS*, offers hundreds of fun, sensitizing, explorations, ethics, role plays, postures, writings, associations, transferences, projections, analysis, imageries, games, personifications, reinforcements, and writings. They empower modern reasoning and awareness to seek, sense, enjoy, validate, resonate with, appreciate, trust and celebrate Nature's many other senses. *Project Nature Connect* activities therapeutically reduce our costly severance pain and destructive tendencies. They scientifically enable us to cherish the natural environment and each other because balanced life feels good. (Cohen, 1989).

Potential

The U.S. Army demonstrates the power of multi-sensual education. In a period of four months, its experiential basic training course changes drafted peaceful civilians into aggressive soldiers. Project NatureConnect teaches even more effectively than does the Army. Without coercion, by giving added value to the natural world within and without, experientially, multisensually it educates people to live more harmoniously. It excels because balanced living and Nature's peace provide greater rewards than do violence, exploitation and stress. As environmental educator Bill Hammond notes, connecting with Nature: "Allows the natural world to nurture a responsible growing edge of culture."

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About the author

Michael J. Cohen, Ed.D. directs Project NatureConnect. He founded and directed degree granting environmental education outdoor education programs for the National Audubon Society, conceived the International Symposium "Is The Earth A Living Organism?" and presently chairs the Integrated Ecology Department of World Peace University through which multi-sensual Nature training is offered. He is a contributing editor to Between The Species and the national award winning author of CONNECTING WITH NATURE and HOW NATURE WORKS. The latter are available ($$11.00) from the University at Box 10869, Eugene OR 97440

BRIDGING THE GAP: LINKING ADVENTURE AND ENVIRONMENTAL EDUCATION

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A bridge is a structure built over a ravine, stream, river, etc. which provides a way across for people. It is something that provides a connection, contact, or transition. A bridge may be a physical structure, or may take oneof many abstract forms.

In this workshop, the presenter will discuss examples of three different bridges linking components of the adventure/environmental education system. First, a new but very successful Junior High School program which attempts to bridge the needs of adolescents with those of society will be described. Second, a teacher preparation program designed to help teachers bridge the gap between their comfort and competence in delivering adventure and environmental content and process, and the curricular demands of the new Junior High School Environmental and Outdoor Education Course of Studies will be presented. And finally, the majority of the workshop will focus on bridging the relationship between Adventure Education and Environmental Education. How do they connect in a single course of studies? What are some ways teachers can use themes, metaphors and activities to link the two components into a holistic program? These and other relevant questions will be addressed.

BRIDGE 1: LINKING ADOLESCENT AND SOCIETAL NEEDS

Adolescents have a number of unique needs related to personal, interpersonal and societal development. At the same time, society counts on the education system to prepare its youth to make good decisions and take responsible positions in the future. Nowhere is the need for good decision making and commitment more important than in the array of decisions which relate to human effects on the environment.

Adolescents need to establish:

- a personal identity, sense of self and perceptions of competence
- new relationships with peers and others, and a sense of social belonging
- a personal relationship with the world through application of newfound knowledge, skills and values in a variety of situations

Society increasingly needs citizens who:

- understand basic ecological processes and factors needed for balance on the earth
- are aware of the effects of humankind on the environment, recognizing that these effects are not always immediate or predictable in space and time
- are capable of making informed individual and group decisions and are motivated to act as responsible citizens of the planet

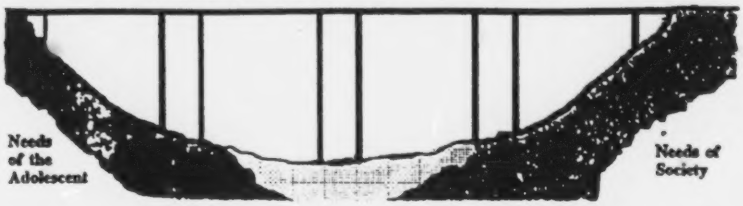
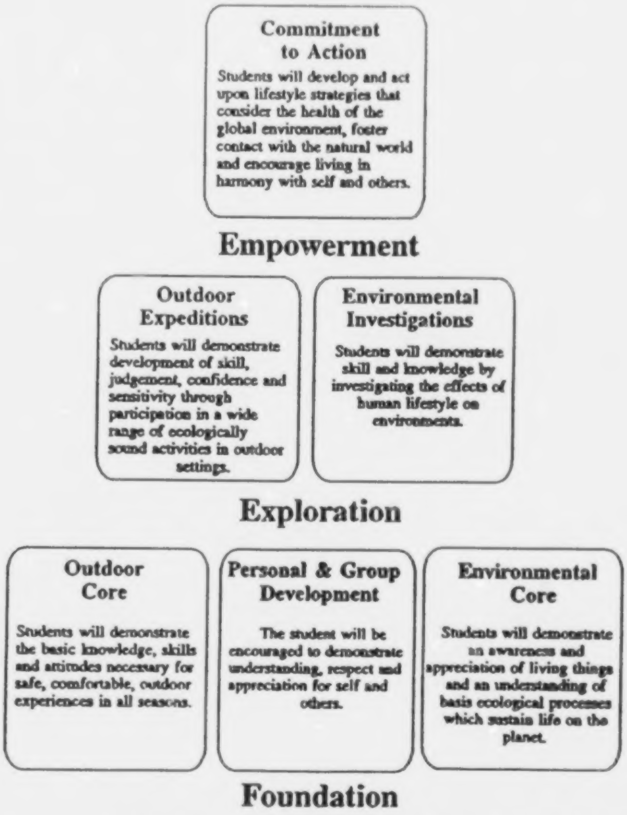


Figure 1: Bridging the gap between the needs of adolescents and of society: The Alberta Junior High School Environmental and Outdoor Education Course of Studies

Bridge Linking Adolescent and Societal Needs: Alberta Junior High School Environmental and Outdoor Education Course of Studies

The province of Alberta has developed an Environmental and Outdoor Education Course of Studies which reflects an integrated, experiential approach to connecting the personal needs of adolescent youth and the society they are becoming a part of (see Figure 1). The program attempts to help adolescents in their quest for personal identity and wholeness by providing a framework for meeting immediate needs as well as a process for lifelong learning. The Environmental and Outdoor Education Course of Studies endeavors to help students develop a personal relationship with the earth by providing opportunities to experience and study environments in a variety of urban, rural and natural settings. Progression in program elements allows students to move from awareness, through conceptual understanding, and on to action orientation. This includes an emphasis on the ways and means of achieving self and environmental realization through positive personal and environmental change.



Commitment to Action

Students will develop and act upon lifestyle strategies that consider the health of the global environment, foster contact with the natural world and encourage living in harmony with self and others.

Empowerment

Outdoor Expeditions

Students will demonstrate development of skill, judgement, confidence and sensitivity through participation in a wide range of ecologically sound activities in outdoor settings.

Environmental Investigations

Students will demonstrate skill and knowledge by investigating the effects of human lifestyle on environments.

Exploration

Outdoor Core

Students will demonstrate the basic knowledge, skills and attitudes necessary for safe, comfortable, outdoor experiences in all seasons.

Personal & Group Development

The student will be encouraged to demonstrate understanding, respect and appreciation for self and others.

Environmental Core

Students will demonstrate an awareness and appreciation of living things and an understanding of basis ecological processes which sustain life on the planet.

Foundation

Figure 2: Key elements of the Alberta Junior High School Environmental and Outdoor Education Course of Studies

As Figure 2 illustrates, the Environmental and Outdoor Education Course of Studies includes three progressive levels; foundations, exploration and empowerment. The foundations level introduces three components or strands which are carried on at the higher levels. These include core elements in outdoor, personal and group development and environmental knowledges and skills. At the exploration level, students apply their learning from the foundations core elements to a variety of situations and investigations, gaining understanding and confidence as they do so. Finally, at the empowerment level, students form commitments to personal, social and environmental harmony.

BRIDGE 2: LINKING TEACHER COMFORT AND COMPETENCE WITH THE DEMANDS OF AN ENVIRONMENTAL AND OUTDOOR EDUCATION COURSE OF STUDIES

A new course of studies in Environmental and Outdoor Education suggests students will be taught content and processes aimed at learning such diverse curricular elements as outdoor living and travel skills, personal and interpersonal development, and environmental science and skills. This type of holistic program is as essential in developing the potential of our youth, as it is difficult for any single individual to deliver comfortably and capably. Most Outdoor Education teachers arrive at their post via a specialization in Physical Education or Environmental Science. A background in experiential teaching and learning objectives and methods cannot be assumed, nor can personal extensive experience in the natural environment. While obviously a good time to promote team teaching, alas, this is not always a pragmatic option. Recognizing the new and diverse demands the Environmental and Outdoor Education Course of Studies is placing on Junior High School teachers across the province, a need for pre- and inservice training in the area became readily apparent.

Bridge Linking Curricular Demands and Teacher Comfort/Competence: University of Alberta Environmental and Outdoor Education Leadership School

To begin to meet the challenge described, the presenter initiated meetings with the partners involved in the delivery of Environmental and Outdoor Education in the province (e.g., the boards of education, education consultants, teachers association (Environmental and Outdoor Education Council), provincial government, Environmental Education societies, and other departments on campus). Tremendous support for the concept of a university credit offering, especially at the post-graduate level, was experienced and this positive energy provided the impetus for the development of the University of Alberta's Environmental and Outdoor Education Leadership School. The Department already had a very active Masters and Ph.D. program in Outdoor Education and Recreation, and this new summer component was seen to provide an additional opportunity for others to initiate graduate studies in the area.

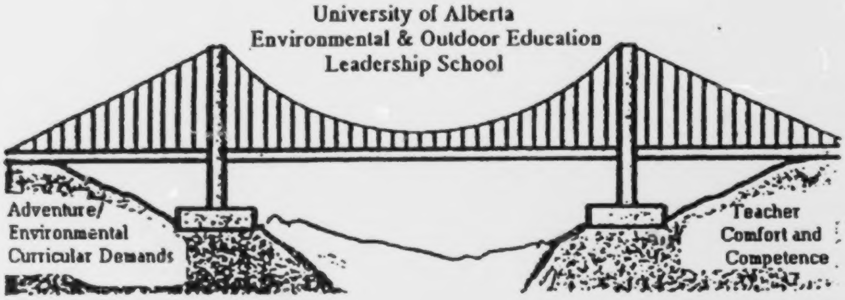


Figure 3: **Bridging the gap between the comfort and competence of teachers and the curricular demands of the new Environmental and Outdoor Education Junior High School Course of Studies: the University of Alberta Environmental and Outdoor Education Leadership School**

The school was piloted the summer of 1991 and operated with a full complement of ten students and two instructors. The program ran for three weeks over the month of July and had six course units of weight associated, taken at the graduate or senior undergraduate level. The two courses included in the program were Adventure Education Leadership and Outdoor Environmental Leadership. The school offered these courses in an experiential manner and integration of outdoor explorations, personal and interpersonal growth, and environmental investigations was enhanced over a five-day mountain biking/hiking trip in Banff National Park.

Evaluation research conducted has suggested a very high level of personal and professional growth in the participants, and satisfaction with the program and its instruction. Ongoing research is being conducted by one graduate student to determine if participation in the Environmental and Outdoor Education Leadership School was actually of benefit to teachers with respect to their ability to overcome barriers to implementation of the Junior High School Course of Studies.

> I've never worked so hard, learned so much
> and laughed so often in my whole life.
>
> Alison Collins,
> Junior/Senior High Teacher and
> Graduate of the Program, 1991

BRIDGE 3: LINKING ADVENTURE AND ENVIRONMENTAL EDUCATION

Whether a single individual is teaching or a team of two or more people are cooperating in one school to deliver a course of studies in Environmental and Outdoor Education, challenges arise in providing connections, linkages and transitions between the program's components to ensure that a holistic perspective is maintained and instructional flow ensured. Such bridge building requires concerted creative thinking and a spirit of adventure to try new ideas. Innovative approaches may include the use of themes, metaphors and cognitive, affective or psychomotor activities. Examples of units emphasizing a theme, a metaphor and a cognitive activity follow. There are many, many more concepts and activities which could be incorporated into each of the three units introduced here. The intent is merely to illustrate the idea of each rather than provide a definitive lesson plan.

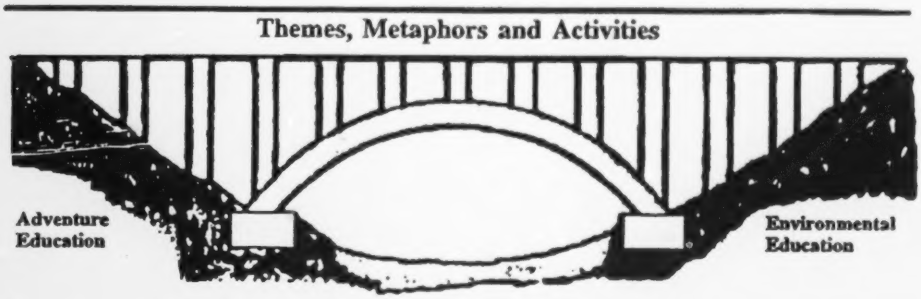


Figure 4: Bridging the gap between Adventure and Environmental Education: Themes, Metaphors and Activities

EXAMPLE 1

THEME - The River

ADVENTURE CONCEPTS/ACTIVITIES

Foundation - do a boating safety course

Exploration - canoe the local river/stream through town, visiting historic sites along the way

Empowerment - have the class plan, carry out and debrief a multi-day canoe expedition

ENVIRONMENTAL CONCEPTS/ACTIVITIES

Foundation - do acclimatization sensory excercises along the local river/stream and write a class poem on the outcomes

Exploration - do water quality monitoring along the river/stream through town

Empowerment - have each student write a personal action contract to reduce one impact they currently have on the quantity/quality of water in the local river/stream

EXAMPLE 2

METAPHOR - "All my life's a circle"

ADVENTURE CONCEPTS/ACTIVITIES

Foundation - learn and practice bicycle maintenance, repair and safety skills

Exploration - cycle around an environmental orienteering course where each control asks questions about things in nature that also cycle (e.g. water, nutrients, earth's rotation, the seasons, etc.)

Empowerment - as a class plan, carry out and debrief a multiday cycle tour

ENVIRONMENTAL CONCEPTS/ACTIVITIES

Foundation - build a class model of the water cycle as it works in the local watershed

Exploration - discuss cybernetic relationships (self regulating, cyclical; e.g. regional hare/coyote populations) and the effects of one or more human activities (e.g. predator control programs) on the natural regime

Empowerment - study cycle commuting rates and patterns in the city and then meet with local transportation planners to share ideas concerning increased support for cycle commuting (e.g. bike paths and routes, road maintenance, etc.)

EXAMPLE 3

ACTIVITY - Native poetry reading - have the class read one or more selected poems about a traditional native way of life and its spiritual essence and then brainstorm a list of activities those people would have practiced (e.g. subsistence skills, rituals, etc.)

ADVENTURE CONCEPTS/ACTIVITIES

Foundation - learn to care for, sharpen and safely use a knife

Exploration - build and use a wilderness steambath

Empowerment - have the class "become" a tribe for a few days (e.g. live in tee-pees, forage for food, simulate ritual ceremonies, etc.)

ENVIRONMENTAL CONCEPTS/ACTIVITIES

Foundation - learn how the selected natives lived (e.g. ethnobotanical plant uses, social roles and responsibilities, etc.)

Exploration - study the effects of European explorers, traders and settlers on the traditional way of life

EMPOWERMENT - visit a local band with an unresolved land claim issue.

Study this and other positions in relation to other regional, national and international aboriginal land claims and write a class brief or letter to the editor describing the situation and proposed solutions identified by the class.

SUMMARY AND CONCLUSIONS

In this session, the presenter illustrated examples of three types of bridges. The first involved the development and implementation of a new Junior High School Course of Studies in Environmental and Outdoor Education, designed to help adolescents meet their own needs and those of the society they are a part of. The second bridge was built to help teachers deliver the new Course of Studies capably and with confidence. The university senior undergraduate/graduate program which was developed to meet this need also serves to meet the needs of teachers and other outdoor professionals who wish to pursue post-graduate studies in this area. Finally, the difficult task of integrating adventure and environmental content and process in a single program was addressed. A variety of adventure-environment bridge examples were provided, and workshop participants will undoubtedly have built even more over the course of the session!

WHEN NATURE SPEAKS TO ME HERSELF

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Abstract

This paper describes an approach to wilderness education that has to do with establishing living conditions in nature so that « when nature speaks to me about herself, she speaks about me and, in particular, says what could only be said by her ». In this approach, the participants are guided into intimate personal interactions with the elements of nature. They are shown how to focus inward so as to increase awareness of their inner state through meditative practices and movement awareness activities. Once a certain state of interiority is induced, the activities that follow are then focused on establishing an « active relationship » with the natural environment. This « active relationship » refers to situations in which participants are invited to interact actively with nature through movement in order to embody qualities of elements of nature such as trees, rocks or clouds. Through these explorations of movement, the intention is that participants experience, at a very primary non-reflexive level, various degrees of connectedness with elements of nature. Finally, the participants are asked to objectify their experience by making naive symbolic drawings and writing short descriptive passages.

A qualitative method of scientific inquiry inspired by phenomenology is used to develop a better understanding of profound meanings of the educational experience in a wilderness environment in order to clarify its specificity as concerns personal development.

Introduction

In this article, we describe an approach that is being developed through our current research activity in wilderness education. Our study is aimed at better understanding the phenomenon of interaction between the individual and the natural environment from a human development perspective. We want especially to emphasize the unique nature of the educational experience in a wilderness environment, that is, to understand what, as concerns personal development, comes into play in this particular context, and solely in this context. We first describe the approach used with participants during field work conducted over the last few years. In the second section, this is followed by a brief description of our theoretical and research perspectives. In the third and last section, we describe some elements of our understanding of the meaning of the interaction between the individual and the wilderness environment.

Field Work

Our field work generally consists of a seven to ten-day period during which eight to twelve participants are guided into intimate interactions with the elements of nature. The approach used is inspired by the work of Halprin (1975) in the field of dance education. In this approach, interaction with nature is experienced through body movement or, more precisely, through the body dancing as elements of the environment.

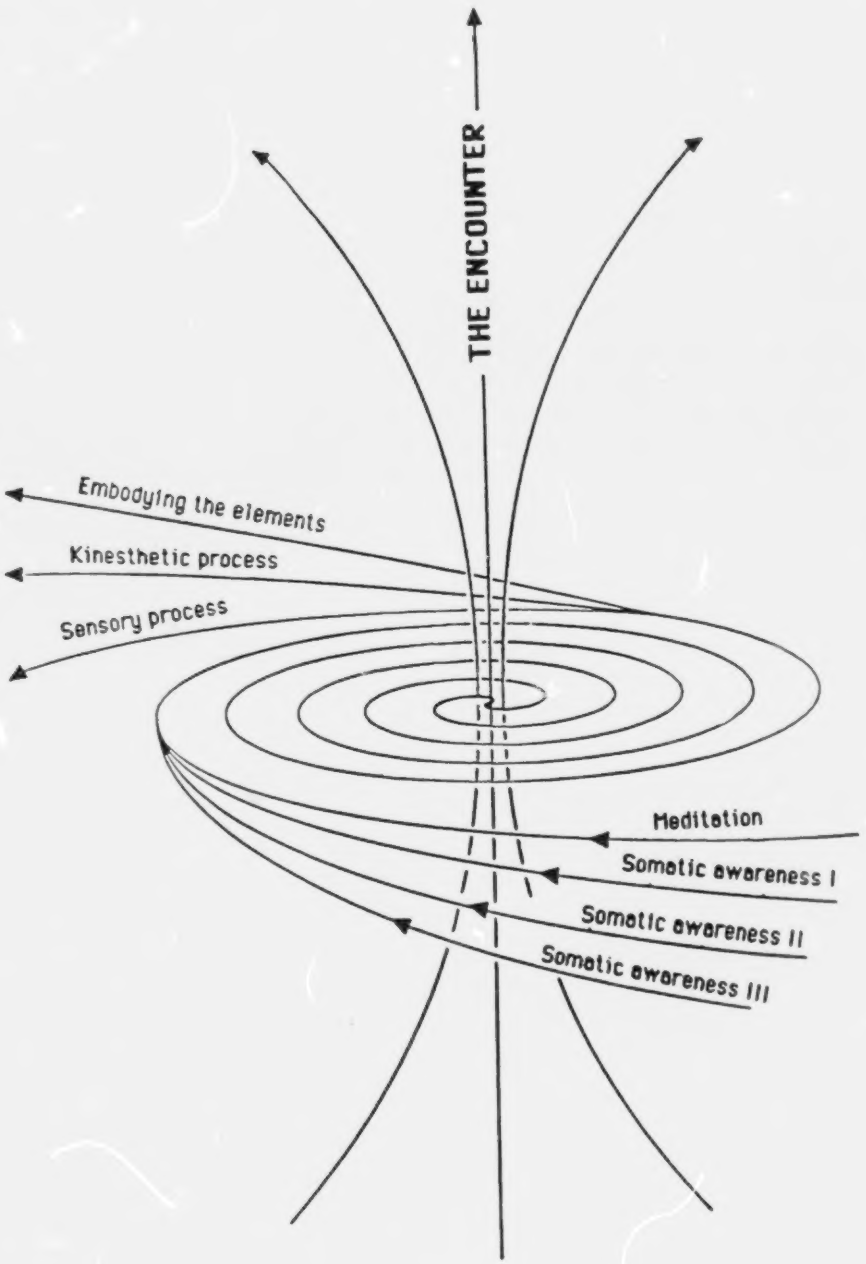
Each morning, participants are shown how to focus inward so as to increase awareness of their inner state through meditative practices and somatic awareness activities. The somatic phenomenon refers to « the human being as experienced by himself from the inside » (Hanna, 1986). The participants are guided into somatic awareness activities taking the form of simple body movements in nature (ex.: arising from a lying position). These movements, executed at an extremely slow pace, are often seen as sequences of micro-movements. This process leads to the awakening of one's own sensitivity to his inner experience. It is labeled the process of internalization and is schematically represented with the image of a spiral pointing inwards. From an external point of view, it presents itself as a passive relationship with the environment in which one stands.

Once this state of interiority is induced, afternoon activities focus on establishing an « active relationship » with the natural environment. This « active relationship » refers to situations in which participants are invited to interact actively with nature through three types of activities. First, sensory activities are situations in which the participant will look, listen, taste, touch and smell the bark of different trees or various rocks, for example. Second, the kinesthetic activities are situations in which previous sensory experiences are translated into body movements. The softness experienced through the hand gliding along a certain bark may generate a movement of stretching of the arms. At this point, it consists of rather free movement explorations. The intention is to amplify sensory experiences through proprioceptive experiences. Third, the embodiment of specific elements of nature are situations in which body movement develops beyond free explorations. It becomes more organized movement on specific themes such as a particular tree or rock, for example. Stretching arms (for softness of the bark) may develop into opening and closing of arms to embody a particular unfolding of branches. These three types of afternoon activities are actually experienced as connected to one another and form what is labeled the process of externalization. It is schematically represented by the image of a spiral pointing outwards. Through these explorations of movement, participants experience, at a very primary non-reflexive level, various degrees of connectedness with elements of nature.

Two important aspects complete the description of the daily process of the field work. The first aspect refers to the idea that the internalizing process is seen intimately linked to the externalizing process. The internalization is indeed approached as preparatory to the externalization; and the externalization is considered meaningful only if lived in narrow association with the interiority. This idea of connectedness is schematically represented by the image of the two spirals previously introduced, which are now superimposed one upon the other: the spiral pointing inwards connects in its center to the spiral developing outwards. This is done to facilitate the work with body movement since, for most persons, embodying qualities of elements of the natural environment is not an habitual way to experience nature. Linking expression with interiority is also done to accentuate the psychological function of this approach. Body movement and dance is approached in terms of its profound meaning for the participant.

The second aspect to complete the description of the daily process of the field work is more abstract. It refers to the idea that morning (internalization) and afternoon (externalization) activities are approached with the intention to lead the participant into the « encountering of his element ». This encountering is not viewed as an activity such as the activities of the internalization or the externalization processes. It is rather seen as what emerges from the interplay between interiority and expression. It is the experience of a particular connivance or complicity between the person and a very specific element of nature. It is a psychological process of identification with an element. For the person, it is the creation of his dance of the element, that is, a clear sequence of movements with a beginning, a development and a closure. This encounter is different from the previous movement explorations of the spiral of externalization. It is the appropriation of a true symbol of the depth dimension (Progoff,1973), an experience of a different order than the previous explorations. It is experienced on another plane. The encounter is schematically represented by the image of lines of force passing through the common central point of the spirals described here above as connected one to the other. These lines are directed perpendicular to the spirals plane. The whole spirals system can possibly be better understood with the use of the analogy of the induction phenomena in physics. Electro-magnetic induction is the process by which, for example, an electric current (the encounter) in a conductor is created when it is exposed to the variation of a magnetic field (internalization-externalization process).

This whole daily process (internalization, externalization, encountering of element) is finally completed, at the end of the day, by the use of symbolic drawing and writing in personal journal. These activities accompany the basic movement approach with the intention of helping the participant to objectify his experience of identifying with an element of nature through movement. Symbolic drawings are indeed viewed as an extension of body movements experienced in the identification with an element. The



The interweaving of internalization and externalization processes and the induction of « The Encounter » description of experience through writing has the same function, but is viewed as a step further into the appropriation of the meaning of one's primary experience of nature.

This daily process is presented under the theme « identification with one 's own element » in the first days of the field work, « identification with its opposite element » in the days to follow, and « identification with a blend of these elements » in the last few days. For example, Peter (a pseudonym) used the following three identification elements: shifting moss (first element), moss-covered rock surrounded by cherry trees (opposite element), and a stream winding through moss (blend element). This triple-theme approach is inspired by the work of Halprin (Ruthkowski, 1984) and by psychosynthesis (Assagioli, 1973).
The following description is presented as an example of identification with an element. This is a short excerpt from Peter's journal about his identification with shifting moss. It could also be called a description of a dance with the element:

> Near the lake, the sky was grey. Ducks were rocking on the surface of the water amongst the lilies. A few of them took off, singing. This is a nice welcome. I reached a vast clearing near the lake and continued my walk in grass and moss. Then I came to an area covered with moss that seemed to be floating or shifting. Walking with my eyes closed, I suddenly felt my feet sinking into the ground, as if I was off balance. There was a pleasant sensation as the ground moved under me. Further on, I reached a place where there was even more movement. There were ponds all around me. At each step, my feet made strange noises, like the sound of water being sucked away. I smelled strong odors of wet soil and marsh. I was sinking deeper still when a fear suddenly overcame me. I was alone and afraid of sinking so far that I would drown. But at the same time , I was filled with joy to be playing in the moss. So I quieted my fear because I could not resist playing with such movement of the earth.
>
> Then, I felt the movement again on more solid ground. It felt like a Tai Chi walk during which my legs became elastic, like contact between water, earth and sky. I was part of this overall movement, a pulse of life in a much larger whole.

This excerpt illustrates that participants are not asked to write about their understanding of their relationship with nature, but rather to objectify, by drawing and writing, their primary lived experience.

After the field work, each participant is asked to return to his material and to accomplish the last step of the approach using the following statement:

> This approach has to do with establishing living conditions in nature so that when nature speaks to me about herself, she speaks about me and, in particular, says what could only be said by her. And when nature dances with me, I dance with her as I am able only with her.

This statement is translated into the following question: when nature was speaking to me about herself, dancing with me, what was told that could not otherwise have been said? The participants then produce an answer to this question in the form of a metaphor. The following example is taken from Peter's experience with moving mosses.

> I am shifting moss. I am like a floating island, clinging to the other moss. I live in a country of swamps and odors of wet soil, where I make sounds of water being sucked away while joyfully playing with the water under me. Sometimes I sink in a little too much, and then fear overcomes me -- the fear of drowning, disappearing between the water and the earth, which might close over me like a trap. But I continue to play with the water, quieting my fear. My movement is elastic, like a contact between water, earth and sky.

This work is done for each one of the three identification experiences: one's own element, the opposite element and the blend element. These three statements of the essence of their experience, the actual dances with the elements, the three symbolic drawings and the basic raw descriptions of their lived experience have the primary function to sustain the participants in their quest into the appropriation of the meaning their primary experience of nature. This basic material then becomes the raw data we use for our research process we will now briefly describe in the following section.

Theoretical Research Perspectives and Methods

Theoretical research perspectives

The main theoretical context for this study is that of phenomenology (Husserl, 1859-1938), from which stems phenomenological psychology, whose founder Giorgi (1931-) defined it as being the study of phenomena as experienced by enlightened human beings, and the research methods for the study of these phenomena (Giorgi, 1985). Our focus is thus the *Lebenswelt*, which in Husserlian terminology designates the world originally lived, which comes before what is learned objectively in the world. On the other hand, the eidetic nature of the phenomenological approach to research helps us distinguish the essential experience of intimate interaction with nature from that which is accidental. What we are actually seeking to determine, through the diversity of the experiences, is their fundamental structure.

Crompton and Sellar (1981) and Iozzi (1989) analyzed several studies dealing with the affective domain of the educational experience in a natural environment. However, we found only one phenomenological research study on such an experiment carried out in the wilderness. Segal (1988) conducted the «communion with nature» experiment on six adults who had had previous wilderness experience. He describes how these experiences result in what he calls «consciousness-raising on the sensory, emotional and spiritual levels».

Methods and techniques

As mentioned earlier in the description of our approach in the field, we propose activities encouraging the participants to explore their relationship with elements of nature (e.g. trees, clouds, moss, etc.) through body movement, and more specifically, dance. The focus is placed on a relationship that is experienced through the body, one that is felt rather than thought out. We give priority to what Merleau-Ponty called the pre-reflexive experience. Most of the participants taking part in the field works are adult volunteers who are not familiar with this approach, although they were generally at ease spending several days in a wilderness environment.

To collect data, we used three different techniques : 1) the self-report, 2) the interview, and 3) participant observation. The basic data we obtain are essentially descriptions of these experiences of identification with and embodiment of elements of nature.

For data analysis, the method used is that of phenomenological research (Giorgi, 1985). Using an essentially descriptive technique applied to raw research data, the objective is to explain the essence or structure of the experience, eliminating as much as possible any philosophical or cultural presupposition. The results are presented in a descriptive format and define the basic structure and the essential components of the phenomenon studied.

The first on-site experiment was conducted in summer 1987 as part of a doctoral research project. Five men and four women aged 24 to 44 participated in this preliminary systematic study, which was intended to be exploratory. A second on-site experiment was conducted in fall 1990 with 16 Secondary V students as part of their physical education course. Furthermore, between 1988 and 1991, we conducted six seven-day wilderness experiments with groups of ten university students and, although these studies were not systematic, the reports written by these participants were important in the development of our understanding of wilderness experience. Lastly, when the 1991 conference is held, we will be in the middle of the first year of a three-year research program funded by the Social Sciences and Humanities Research Council of Canada. At this time, we will be able to assess the preliminary results of the analysis of the raw data collected on-site between August 14 and 23, 1991, with nine new participants.

Some Elements of our Understanding of the Meaning of Wilderness Experience

This section is aimed at presenting some elements of the understanding gained about the phenomenon of personal growth through explorations of individuals intimately interacting with a wilderness environment. This understanding was gained through a careful study of each set of the three identification elements for each of the nine participants that have taken part in our first systematic field study. For the purpose of this article, discussion is limited to three of the aspects derived from this study: 1) the universal aspect of identification symbols, 2) the specific nature of the blend element and 3) the natural harmonization process.

The Universal Aspect of Identification Symbols

This aspect refers to the fact that the meaning of a symbol for a participant ultimately takes the form of a typical or universal theme. Within the context of this study, the term « symbol » refers to identification elements. For Peter, then, shifting moss (first element), moss-covered rock (opposite element) and the stream winding through moss (blend element) are three identification symbols.
In their descriptions, the participants make explicit reference to the universal aspect of their identification symbols: Chantal's rock--masculinity, Bernard's blade of grass--life, Peter 's stream-- rebirth, Carl's mushroom--a hero 's adversary, and Laurent 's volcano lava--masculinity. These universal themes are transpersonal (beyond the personal). Jung (1963) called them archetypes, while others before him have evoked the idea of mythical images (Campell, 1968).

Thus, the « universal aspect » refers to the tendency of such symbols to unfold toward the revelation of their ultimate meaning, which was not necessarily revealed at the time of the identification experience; rather, it tended to be revealed throughout the three identification experiences. The meaning of Peter's first identification element--shifting moss--began to appear more explicitly during his identification experience with his opposite element, the moss-covered rock. For Peter, as for most of the participants, the blend element experience was a special moment in that it revealed the ultimate meaning of the first identification, but also of the three identification symbols.

The Specific Nature of the Blend Element

This aspect refers to the different kind of relationship that most participants had with their blend element in relation to the other two elements. Three participants did not identify with a specific element of nature during the blend experience, but described a general state of being rather than the identification experience, as if their blend experience could not be objectified in a specific element of nature. This is exemplified in the following excerpt from Ann's description of her blend element experience:

> I left happy. Strolling along the trail, it was as if I didn't have to look for a blend element... I could feel both elements inside me so well... The blend element was like an entire forest, all of nature, inside me. I was happy because I had part of the forest inside me. I had the lilies (first element), and the wind (opposite element), but I also had nature's colors, energy and, somewhere, I could find a lake, a squirrel, moss and the entire forest...

This is not the description of an experience of identification with a specific element such as the lily or the wind; rather, it is in reference to an interior state of being, a centering experience, from which Anne observes that she can become the lily, the wind and all other elements of nature. One immediate consequence is that it is not possible for some of the participants to produce a metaphorical statement about nature speaking to them. In fact, it was this difficulty in writing such a statement that emphasized the specific nature of the blend experience.

The Natural Harmonization Process

The natural harmonization process is in reference to the idea that the first identification experience with an element tends to naturally lead the participants to identify with an opposite element and, eventually, to live the blend experience. For instance, Peter's description of his dance of shifting moss--« Then, I felt this movement again on more solid ground »--also indicates that he was naturally moving on solid ground at the end of his first identification experience. The dance inspired by the first element naturally led him to dance the opposite element a few days later on the theme of stability embodied by the rock. Some participants even made explicit reference to the opposite element concept well before they were formally guided into this second identification experience. This also holds true for the blend experience. The first element carries its opposite pole, which, once acknowledged as such, naturally initiates the synthesis process. It is as if in committing ourselves to exploring an element, we naturally encounter its opposite element, eventually experiencing the blend process. The three formal identification activities, involving the first, opposite and blend elements, explicitly proposed during the field work, are thus understood as transformational rituals to which participants commit themselves, as the self actively cooperating with the natural harmonization process. Such formal activities activate the natural process of personal growth.

Conclusion

Our study has led us to develop an approach to the educational experience in a natural environment as seen from the perspective of a productive dialogue between the individual and elements of nature. This interaction is experienced through the individual's participation in an interiorization-exteriorization processwhich emphasizes the place of a moving body as a sensory and feeling-oriented experience. This process helps the participants objectify their experience through symbols of identification with elements of nature(e.g. shifting moss). These symbols tend to reveal their meaning to the individual through typicaluniversal themes or mythical images (e.g. death-rebirth). The manifestation of a symbol occurs simultaneously in the direction of its polarity and eventually toward the harmonization of this bipolar structure.

These diverse aspects emphasize the idea that the use of symbolics, that is, the symbols of identification of a particular individual taken together, is an ideal way of fostering understanding of the profound meanings of the phenomenon of interaction with nature from a developmental viewpoint. Symbolics is a term that accurately conveys the dynamic nature of true symbols. We thus understand the primary role of dancing in nature as not solely the embodiment of elements themselves, but also as the embodiment of the dynamism and the intrinsic movement of symbols of the depth dimension.

About the specificity of this approach and wilderness experience, our more recent research activities lead us to the understanding that through and beyond the embodiment of the intrinsic movement of symbols of identification in nature, the individual embodies the creative process itself. The individual would develop a profound knowledge based on lived experience of the on-going creation of the universe and would also nourish a true sense of belonging to a whole which surpasses comprehension.

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FIRST STEPS TO THE LAST FRONTIER: PROGRAMMING SUGGESTIONS FOR ALASKAN ADVENTURES

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Map design and graphics by Kevin Powell

Abstract

This article provides an idiosyncratic overview of trip programming in Alaska. It assumes the reader is an experienced outdoorsperson who is looking to lead an Alaskan wilderness adventure at a relatively low cost. The emphasis is on Southcentral Alaska where the author lives and has the most experience. The article covers where to go, logistical considerations, and sources for further information.

Introduction

Alaska is a land of superlatives. It has a million acres for every day of the year. Its over half million square miles, about a fifth the size of the "Lower 48," are populated by barely more than a half million people. Thousands of glaciers, an estimated 100,000 to be more exact, cover about 30,000 square miles, an area approximately equal to South Carolina. Alaska has ten peaks over 15,000 feet. Minnesota may be known as the Land of Ten Thousand Lakes - Alaska has 3 million! Over 34,000 miles of coast is more than the rest of the United States combined. Roaming Alaska's wilderness are the United States' largest numbers of wolves, grizzly bears, wolverines, lynx, moose, caribou, mountain goats, not counting the species unique to the State - the musk oxen, polar bear, and dall sheep. Swimming in her waters are 15 kinds of whales, walrus, numerous species of seals and sea lions, and incredible populations of salmon, halibut, trout, and invertebrates. Three thousand rivers drain Alaska, including five over 500 miles long; one creek is over 300 miles long! Forests cover 200,000 square miles, an area equal to the state of California. There are almost 100 National parks, refuges, and forests.

Concerns

I very much love Alaska and its largely unspoiled, uncrowded wilderness. It was with some trepidation that I chose to speak at the AEE and to write for this volume - the last thing I want to do is promote overuse of my own backyard. However, I firmly believe that 1) most of the readers will simply fantasize about a trip to Alaska [and in doing so will become advocates of a wild Alaska] and 2) the ones that do venture north, if blessed with an understanding, awe, and respect for the Greatland, will travel lightly and, in experiencing Alaska, will be additional strong actors for its protection. It is a main purpose of this article to encourage such attitudes.

Low-impact recreational use is no doubt second nature to AEE members, so I will try not to belabor the point. As you know, the sub-Arctic/Arctic environment is particularly fragile, as well as being very slow to recover from damage. In addition, while there is plenty of wilderness, put-ins, trails, roadheads, and sometimes campsites are relatively rare and so receive potentially heavy pressures. Group size, activities, timing, and techniques should be appropriate for this unique, irreplaceable treasure.

Another concern is of course safety. Alaska is a harsh and unforgiving land, with emergency assistance often days away. Severe weather, cold water, rough seas, unstable snow, trackless areas, and long distances are all potential ingredients for trouble. Train well, plan well, and above all, use good judgement - Alaska provides few second chances.

A final concern is that Alaska be appreciated in all its splendor - environmentally, recreationally, culturally, historically, and spiritually. I am saddened when I see groups led by individuals who only seem to focus on the more obvious adventure opportunities. If you are not experienced in Alaska before bringing up a group, one way to appreciate and be able to share all the treasures of the Greatland, is to work with a local guide or outdoor educator with a strong record of Alaskan experience. Such individuals can be found advertising in the back of outdoor magazines such as Backpacker, Outside, or Alaska, or contact Alaska Wilderness Studies at UAA for recommendations. Outdoor leaders who live, study, and play year-round in Alaska can add immeasurably to both your experience and peace of mind for safety and logistic planning.

General Thoughts

Due to the distance from the rest of the country and the cost of getting there, two weeks is the minimum I would recommend planning on spending in Alaska. The Alaska Highway alone is a long two to three day drive, rough on a vehicle, and in my opinion, boring scenery-wise. If you wish to bring your own vehicle I would definitely recommend the Alaska Ferry System. It is a gorgeous introduction to the state and a great way to both meet new people and to relax. Cost and time can both be saved by driving to Prince Rupert, British Columbia. and boarding the ferry there. From there it is still a two day ferry trip with an additional day of driving to get to Anchorage or Fairbanks. Even if you fly to and from Alaska you can count on it consuming a day on each end of your trip.

Certainly the most popular time to visit the state is July and August, with June almost as busy. For a first trip or for a student or client trip you will probably want to stick with these summer months. For a personal trip, however, I would heartily recommend that you consider one of the shoulder months, particularly the spring when we have lots of daylight, great snow, little precipitation, and few mosquitos, tourists, or bears!

If you plan on coming in the summer make sure you have reservations. Vans, ferry spaces (for vehicles), lodging, and sometimes airline seats are often booked solid in July and August and to almost the same extent in June.

Costs

Some costs, including lodging, rentals, and some fresh foods are quite a bit more expensive than the rest of the country. Other costs, such as gas, outdoor equipment, camping, and food staples are right in line with much of the country. I have listed some prices to give you a very rough idea of costs, please keep in mind these are approximate prices, as of 1991.

Relatively inexpensive lodging can be found at hostels (~$15 per person per night) throughout the state and, in the summer, at University of Alaska dorms (~$25) in Juneau, Anchorage, and Fairbanks. In the summer expect to pay about $80 - 150 for a double room at a hotel and at least $35 for a bed and breakfast. Again, reserve early for groups if you are coming in the summer.

There are several dozen public use cabins in the Tsongass and Chugach National Forests (Southeast, Kenai Peninsula, and Prince William Sound areas). Other cabins are available through the Alaska State Park System, Mountaineering Club of Alaska, Alaska Alpine Club, and various other individuals and organizations. The Forest Service and State Park cabins should be reserved as early as possible. Costs are generally reasonable, starting at $10/night.

Vehicle rentals should also be reserved early if your travels will be in June, July, or August. Costs for a car vary from $30 to $100 a day and from $50 to $150 and up for a van. The cheaper prices can be found by going with the "Rent-a-Wreck" type outfits.

Public transportation includes the Alaska Railroad (Seward, Anchorage, Talkeetna, Denali National Park, and Fairbanks), buses which go to just about every city and town on the road system, airlines, and the

Alaska Marine Highway System (otherwise known as the Alaska ferries, which connect all the towns in Southeast Alaska and Whittier, Valdez, Seward, Cordova, Homer, Seldovia, Kodiak, and Dutch Harbor in Southcentral). Several charter bus services can help you to customize a trip as well Float, wheeled, and ski planes are available to charter in most of the larger and some of the smaller towns ($125-$300/hour for 1 to 5 people). In coastal communities boats can also be chartered for kayak or hiking trips ($5-10/mile for 6 to 12+ people). As always, if traveling with a group in the summer, make reservations early.

Where to go

I am assuming that you are traveling all the way to Alaska to find wilderness adventures. For that reason I would generally recommend against taking groups to the most popular backcountry destinations, Denali and Glacier Bay. While they have the "magic" name, plenty of other locations are blessed with similar scenery and wildlife, while avoiding crowds, permit systems, and adding to the crowded areas' problems. I am also assuming that you want to keep costs down. For this reason I will recommend mainly trips that can be done from the road system.

Several areas that partcularly stand our for their offerings of wilderness, inexpensive access, and multiple adventure activities should be mentioned. **Chugach State Park**, within the Municipality of Anchorage, offers first class wilderness and rich wildlife viewing all just a short drive from the State's largest city. In the southeast corner of Alaska's "mainland" is **Wrangell-St. Elias National Park**, with ghost towns, huge glaciers, excellent river running, and superb mountain biking. **Chugach National Forest**, encompassing the east half of the Kenai Peninsula and nearly all of Prince William Sound, has great hiking trails, unmatched sea kayaking, cabins, and easy access from the road system. Just 60 miles north of Anchorage is the **Hatcher Pass** area with great rock climbing, almost year-round skiing, and alpine hiking.

Below I have listed a number of specific trips that meet the wilderness and inexpensive criteria. The trip number refers to the accompanying map. The listed time does not include side trips which could add multiple days to almost all of these trips. Happy trails!

- Backpacking/Ski Touring (trails and sometimes cabins)

1) *Southern half of the Resurrection Trail*: 2-3 days. Cabins, fishing, wildlife, mostly forested walking along river and lake valleys. Chugach National Forest on the Kenai Peninsula.

2) *Crow Pass-Eagle River Traverse*: 2 days. Walk right next to a glacier! Mining history, forested and alpine scenery, and wildlife. One of the more popular trips in Alaska. 2000 feet elevation gain and one sometimes nasty river crossing. Chugach State Park.

3) *Hicks Creek-Chitna Pass*: 4-5 days. Trails for some of the way. Alpine tundra, wildlife, and good rock hounding. 100 miles northeast of Anchorage, BLM and the State. Some environmental damage from mining and mechanized hunting/recreation.

4) *Lost Lake:* 2 days. Forest, meadow, and tundra hiking. A spectacular turquoise lake and distant ocean views. Public access is being challenged by local property owners and miners. Chugach National Forest on the Kenai Peninsula.

- Trekking/Ski Touring (off trail and generally for more experienced groups)

5) *Anderson Pass and southern side of the Alaska Range:* 5-8 days. The only trek I can recommend in Denali National Park. Some glacial travel and numerous, sometimes serious, stream crossings Wildlife, alpine tundra, and isolation. Permits required

6) *Peters Hills:* 1-4 days. Easy walking on alpine tundra with incredible views of Denali. Denali State Park.

7) *Crow Pass-South Fork of Eagle River or Arctic Valley*: 3-4 days. Several high and rugged mountain passes, meadowed valleys, alpine tundra, stream crossings, and wildlife. Chugach State Park.

- Mountain Biking (both backroads and trails)

8) *Denali Highway*: (Cantwell to Paxson) 135 gravel miles. Beautiful views of the central Alaska Range. Busy starting in late August due to the hunting season, otherwise generally quiet

9) *McCarthy Road:* (Chitina to McCarthy) 60 gravel miles. Beautiful views of the Wrangell and

Chugach Mountains. Side trips down the Copper River and on numerous old mining roads. The road is somewhat busy on weekends.

10) *Johnson Pass*: 21 trail miles. Alpine and forested trail in the heart of the Kenai Mountains. Best later in August - September. Chugach National Forest.

11) *Seldovia-Rocky Bay:* ~30 miles. Coastal and coastal forest biking on a gravel road that quickly deteriorates into a washed out trail. Major stream crossings. Native and State lands.

12) *Eklutna Lake Road:* ~15 miles one way. Forest, meadow, and lake side pedaling on an old gravel road. Views of glaciers, rugged peaks, and wildlife. Chugach State Park.

- Climbing/Alpine Ski Touring

13) *Eklutna Glacier Traverse:* 4-6 days. The classic Alaskan glacial traverse. Alpine snow and ice climbing. Some huts. Chugach State Park.

14) *Mint Glacier System:* 3-6 days. Snow and rock climbing on decent granite in a Bugaboo like setting. Some huts. Hatcher Pass area, 65 miles north of Anchorage. State of Alaska.

15) *Archangel Valley*: Day climbing on granite with some easy alpine ascents available as well. Hatcher Pass area, 65 miles north of Anchorage. Private and State of Alaska.

16) *Ruth Glacier Area*: 3-10 days. Snow, rock, and ice climbing in a Pleistocene Yosemite. Crowded May-June and inaccessible by mid- July. One hut. Denali National Park. (fly-in).

17) *Castner-Canwell Glacier System:* 3-10 days. Alpine snow climbing in the heart of the eastern Alaska Range. Some huts. Off the Richardson Highway, 150 miles south of Fairbanks. BLM.

- River Running/Flatwater Touring

18) *Copper River*: (Chitina-Cordova) 4-7 days. Class I-III. Necessitates a flight or ferry from Cordova back to the road system. Wildlife, glaciers, forests. Native land Wrangell-St. Elias National Park & Preserve *Stikine River:* (Telegraph Creek, B.C.-Wrangell) 4-7 days. Class I-III. Wildlife, hot spring, and coastal rain forest. Tsongass National Forest

19) *Chulitna River*: 1-3 days. Class I-III. Wildlife and Denali views. Denali State Park.

20) *Tangle Lakes-Delta River*: 2-3 days. Lake and Class I-II (with one falls to portage). Wildlife, excellent fishing, and tundra. BLM.

21) *Swan Lake System*: 2-4 days. Lake paddling with numerous portages. Wildlife and excellent fishing. Kenai National Wildlife Refuge.

22) *Wood-Tikchik Lake System:* 4-10 days. Turquoise fjord-like lakes carved into low granite mountains. Wildlife and world-class fishing. Wood-Tikchik State Park. (fly-in)

- Sea Kayaking

23) *Blackstone Bay*: 2-5 days. Tidewater glaciers relatively close to a town (Whittier). Chugach National Forest.

24) *Culross Passage*: 3-6 days. Relatively quiet waters inviting a host of explorations. Wildlife, coastal forest, and mountains. Cabins. Chugach National Forest.

25) *Aialik Bay*: 2-6 days. Numerous tidewater glaciers and wildlife. Cabin. Kenai Fjords National Park (fly-in only practical access for beginning-intermediate paddlers).

26) *Halibut Cove Area*: 1-4 days. Great intertidal life in Kachemak Bay, one of the richest bodies of water in the world. Hiking trails, lodges, glaciers, wildlife. Relatively busy place for Alaska. Kachemak Bay State Park.

Permits for backcountry travel are necessary for Denali and Glacier Bay National Parks. Other units of the public land system generally ask that recreationalists merely register - always a good idea both to allow them to keep a count of visitation and in case you have trouble. For guided/educational trips in which money is being paid directly to you by clients/students, other restrictions may apply; inquire directly with the appropriate land management agency.

One-ninth of Alaska is privately owned by Native Corporations. Permission should be obtained before traveling on these lands, and in some cases fees are charged for land use activities. For further information contact the Alaska Division of Tourism.

When traveling in "Bush" Alaska, consider yourself a visitor in someone else's land. Many Alaskans, both Native and White, treasure their privacy; an unobtrusive respect of their lifestyle will be appreciated. Remember that most land around cabins and villages will be privately owned. As in any travel, courtesy, patience, and a smile will be your best bets.

Trip Planning

Due to lack of amenities, uncomprimising conditions, and vast distances, planning is essential for a safe and enjoyable trip. The following organizations have particularly useful information for planning your Alaskan adventure:

Organization	*Kind of Information*
AK Public Lands Info Center 605 W. 4th, Suite 105 Anchorage, AK 99501 907/271-2737	Alaska State Parks, BLM lands, National Forests, National Parks, National Wildlife Refuges
Alaska Wilderness Studies University Alaska Anchorage 3211 Providence Dr. Anchorage, AK 99508 907/786-1468	Alaska Bibliography, Alaska Wilderness Organization List, Current Trip Planning Information
US Geological Survey 4230 Univeristy Dr. Anchorage, AK 99508 (907) 786-7011	Topographic maps Statewide
Alaska Division of Tourism P.O. Box 196710 Anchorage, AK 99519 (907) 563-2157	General Statewide Tourist Information Ask for the current "Alaska Trip Planner"
Anchorage Convention and Visitors Bureau 1600 A St., Suite 200 Anchorage, AK 99501 (907) 276-4118	General Tourist Information regarding Anchorage and Southcentral Alaska Ask for the current "Anchorage Visitors Guide"

References

There is a large number of books about Alaska, a full bibliography is available from AWS. Listed below are a few of the most useful and general books on adventuring in Alaska:

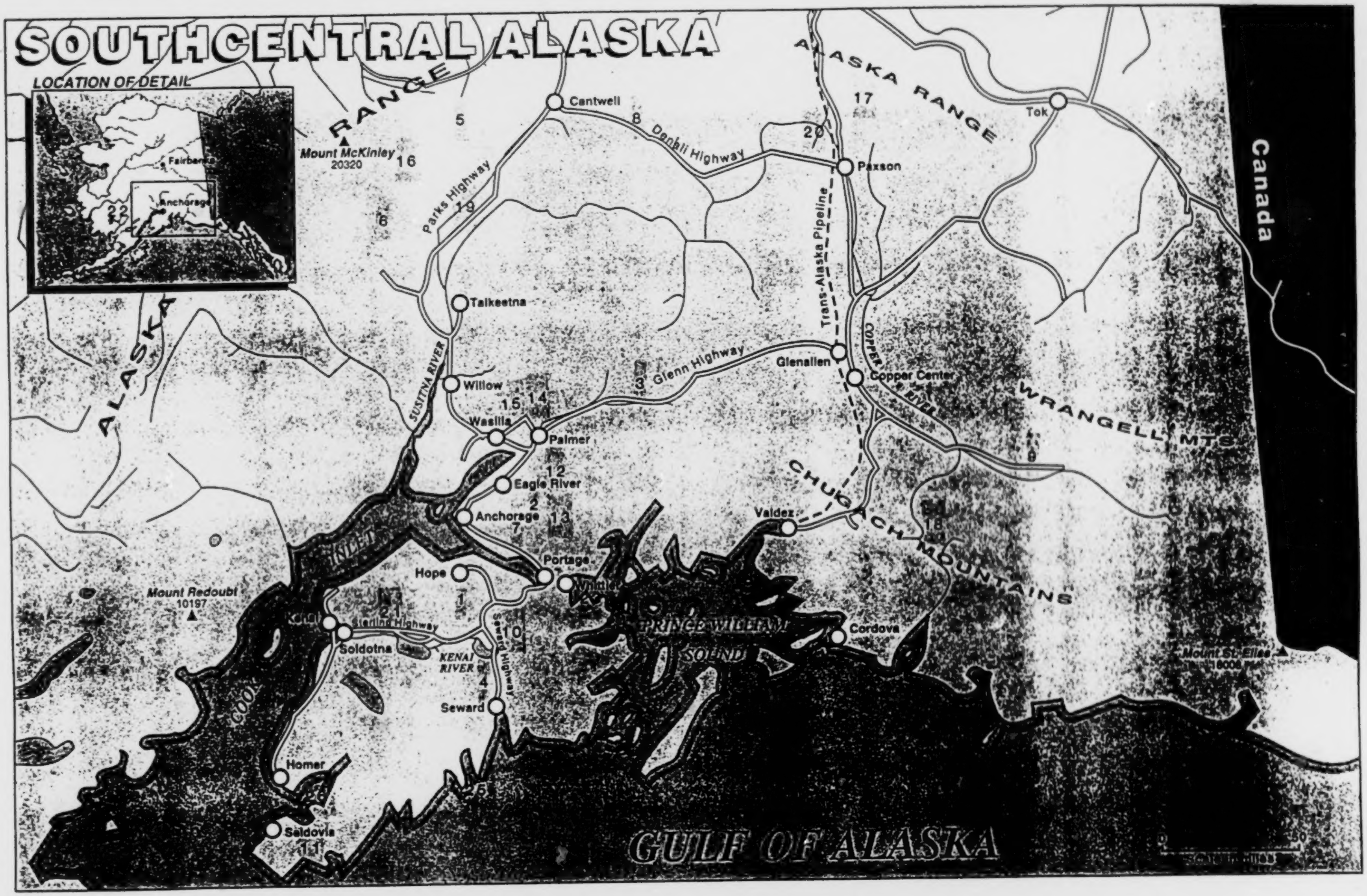
Book	Subject
Alaska's Parklands Seattle: The Mountaineers	Statewide guide to over 100 State and National Parks, Forests, and Refuges.
Alaska Paddling Guide J&R Enterprises, P.O. Box 8624, Anch., AK 99508	Statewide guide to river running
55 Ways to the Wilderness in Southcentral Alaska Seattle: The Mountaineers	Hiking, scrambling, skiing, and canoeing in Southcentral Alaska
The Milepost Anchorage: Alaska Northwest Books	Annual guide to all of Alaska's, and the Yukon's roads plus the Alaska and Cassiar Highways
Southeast Alaska by Pack and Paddle Seattle:The Mountaineers	Hiking, scrambling, and canoeing in Alaska's Panhandle
The Wilderness Milepost Anchorage: Alaska Northwest Publishing	Guide to the off-road portions of Alaska, generally known as the Bush, plus parks, refuges, and forests. Published bi-annually

I hope this brief introduction to Alaska trip planning has been helpful. While it can give you at least a brief idea of what to expect, only experiencing Alaska's wonders firsthand will truly let you come to know the Last Frontier. I encourage you to travel north to share the beauty, adventure, and respect that makes Alaska the Greatland.

(An earlier version of this manuscript appeared in Proceedings 1990 National Conference on Outdoor Recreation as "Alaskan Adventures: Programming in the Greatland.")

Autobiography

Todd Miner is the head of Alaska Wilderness Studies, the outdoor education arm of the University of Alaska Anchorage. He has worked for AWS for the last 13 of his 16 years in Alaska, teaching classes in climbing, backpacking, survival, expedition mountaineering, and wilderness leadership. He has led expeditions to the summits of many Alaskan and Canadian mountains including Blackburn, Denali, Sanford, Foraker, St. Elias, Logan, and Drum. Rafting, sea kayaking, skiing, and trekking have taken him to most of the corners of the State.



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Management and Administration Track

COMPUTERIZING YOUR PROGRAM

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Introduction

It 's true that computers can make a major difference in how you run your program. Unfortunately, whoever said that getting a computer will give you more free time was not telling you the real story. Initially, you won't see much increase in productivity. It takes time to learn how to use software effectively. Once you have mastered using a computer, you will be able to speed up tasks you are doing by hand (like accounting and billing), and accomplish some tasks in house that you never could before (like desktop publishing). As you become more proficient, you will begin to see the benefits. However, don't assume you are now going to have lots of free time on your hands. In fact, becoming more proficient will lure you into doing new things on your computer so that numerous other aspects of operating your program will expand to fill all the time freed up by automating your operation.

NOTE: The software and hardware listed throughout are designed to serve as examples of packages. No endorsement of any specific item is intended or implied. We all have our own preferences for the types of software and hardware we use.

Hardware

There is a lot you can say about personal computer hardware. What you get depends on what you are planning to do with the system. The two major options are IBM compatible machines and the Apple Macintosh line. One thing is certain, as your sophistication grows, so will your need for a more powerful machine. Make sure that whatever computer you get has sufficient upgrade potential. A lot of people ask about the difference between IBM and Apple. The answer is that the difference is disappearing fast. Most major software packages have versions that run on both platforms and exchange files back and forth freely. An announcement made during the summer that IBM and Apple will be working on developing a common hardware and operating system platform suggests that the differences will continue to fade.

In general, IBM compatible machines were originally designed for character based programs (see below). With the advent of Microsoft Windows, IBM compatible machines can now operate with a graphical user interface (see below). The Apple Macintosh was designed from the start as a graphical user interface operating system. Below are some general specifications and prices for types of systems and what you can do with them.

PC (8088 processor)	$500	poor	character based programs - word processor, database, spreadsheet
XT (8086 processor)	$800	poor	same as above
AT (286 processor)	$1200	average	character based programs - word processor, database, spreadsheet, can run graphical based programs with extra memory (but slowly)
(386SX processor)	$2000	good	character based or graphical based programs - word processor, database spreadsheet, desktop publishing,

graphics

Computer/Processor	**Price**	**Expandability**	**Types of software**
PC (386DX processor)	$3000	excellent	same as above
PC (486 SX & DX processor)	$4000	excellent	same as above
Macintosh SE/30 16 MHz (68030 processor)	$1979	average	all graphical based - word processor, database spreadsheet, desktop publishing, graphics
Macintosh LC (16MHz 68020 processor)	$1779	good	same as above
Mac IIsi (20 MHz 68030 processor)	$2699	excellent	same as above

A basic recommendation for an expandable IBM compatible system capable of handling graphical based programs and operating environments (such as Windows 3.0) is a 386SX machine with at least a 60 megabyte hard drive, 2 to 4 megabytes of RAM, a 14 inch VGA color monitor, DOS 5.0 operating system, and a 1.44 megabyte and/or 1.2 megabyte floppy disk drive. Any of the Macintosh systems listed above are acceptable with at least 2 megabytes of RAM and a 40 to 60 megabyte hard disk. If you plan to do desktop publishing, you will probably want something other than the SE/30. The built-in monochrome monitor is fairly small.

Software

Software is what computing is all about. There are three basic software needs or applications: word processing, database, and spreadsheet. Early software utilized proprietary formats for storing data which precluded exchanging data across software packages. This also meant that data often had to be re-entered to get it into another software package. As software has evolved, the move has been toward greater integration among different software packages. This approach assumes that data are data and should be accessible from a variety of different packages. For example, payment data in a database on clients should be able to be pulled into your spreadsheet to calculate financial trends and chart those trends. These tables and charts should then be able to be placed in your word processor for an annual report. Whatever your software needs, you will eventually find that this integration will be fundamental to effectively using a computer.

For the three main applications there are two approaches: an integrated package or a number of stand-alone packages that allow for interconnections with the data. There are advantages and disadvantages to both.

	Integrated		Stand-alone
+	low cost	-	high cost
+	good data interchange	-	average data interchange
-	limited features	+	advanced features
+	ease of learning one program	-	several programs to learn
+	multiple programs available at once		

You need to decide on an approach to your computing needs based on the features you need, training time involved to learn to use the software, type of hardware you have, and cost factors. One thing you can be sure about is that integrated packages will get better and offer more features while stand-alone packages will get better at data interchange and at operating simultaneously (See Task Switching and Multi-tasking below).

A. Graphical versus Character based Programs

A character based program is one in which only the basic keyboard characters can be displayed on the screen in a mono spaced font. A graphical based program displays data and commands in a graphical format. If you specify a particular font in a character based program, you won't see any change in the mono spaced font on your monitor (although the document will print with that different font). With a graphical based program, often referred to as a GUI (Graphical User Interface), you will see the new font displayed on your screen at a close approximation of how it will look when printed. This is often referred to as WYSIWYG (What You See Is What You Get). GUI's also utilize icons to represent files, programs, printers, etc. and allow direct manipulation of on-screen elements. For example, in a graphical word processor, you can select and drag the page margins to a new position to reformat your page rather than having to calculate and type in specific measurements. Graphical based programs must keep track of all the different objects displayed on the screen and redraw them each time you make changes. This requires much more computational power than a character based program. With a GUI, if you don't have a fast enough machine with enough memory, you will go crazy waiting for the machine to redraw after your last command.

Which is better? Ask different people and you will get different answers. To some extent the answer about what type of interface to use depends on the computer you have. As indicated above, certain IBM compatible machines simply don't have the computing power to effectively run graphical interfaces. There are some new graphical interfaces that do run very fast even on a PC class machine (Geoworks). However, there is currently not enough software available to make Geoworks a viable alternative. This may change. If you have a PC class or XT class machine, you will definitely want to use character based software. The good news is that character based programs for IBM compatible machines have been around much longer than graphical based programs. There are numerous excellent character based Big Three programs out there.

So what good is a graphical user interface? Well, one advantage is that there is consistency in menu structures among different software packages. This makes learning a new program easier. This trend is also taking place among character-based programs as more programs are being written to be Common User Access compliant (CUA), a standard using drop down menus accessible by mouse or keyboard similar to those found in graphical user interfaces.

B. Integrated Packages

There are a number of integrated packages that include basic word processors, databases, and spreadsheets. These packages allow for data from the different parts of the package to be shared (for example you can do mail merges from database to word processor). If you haven't used a computer before, these packages may be the right way to start. They are fairly easy to use and generally are available for under $200. However, with the benefits of integration you lose some sophistication of the programs. As you become more fluent in working with software you may want to move up to stand-alone programs. One thing to check when you buy an integrated package is what formats the data can be saved or exported into. For example, if information in the database can be exported or saved as ASCII files, then it can be imported into a stand-alone database. This will save you the hassle of rekeying all the data.

Package	Computer platform	Street Cost
Microsoft Works 2.0/2.0	IBM/Mac	$95/$165
PFS WindowWorks	IBM	$125
Symantec Great Works	Mac	$199

C. Word Processors

Word processors are the bread-and-butter of computing. From letters to clients, training materials, annual reports, office forms the list goes on and on. PC Magazine defines the following levels of word processing software and the features they should support.

Personal word processor - should be easy to learn and use. It is best suited for short documents, letters, and memos. Important features include context-sensitive help, simple menus, and clear documentation. The most common users are students, home users, executives, and other professionals who write short documents.

Professional word processor - is more full-featured. It should be able to handle long documents with extensive page formatting, including complex headers, footers, and indexing. Print control and dictionary support are also important, and likely users include professional and technical writers, students, and those working in the publishing industry.

Corporate word processor - should easily handle short documents, letters, and repetitive memos that are produced often, and should offer mail-merge. Document summaries (including author, revisor, keywords) and envelope printing are a must.

Word processor with desktop publishing features - must be able to handle multiple columns of text and import common graphics files as well as spreadsheet data. The program should also be a capable front end for preparing copy for a full desktop publishing program.

A more powerful word processor provides you with features including:

1. Mail merge capability - can information be imported from your database or spreadsheet directly, or do you need to export the data into one format and then import it? If you do a lot of mail merge documents, having this be easy is essential.

2. Templates - allow you to develop pages with boilerplate text such as letterhead or memos. Templates can streamline an operation when many of your documents need a particular format.

3. Styles - defining styles allows you to create a common look for headings, paragraphs, etc. across documents. Typically, a document template may have a number of styles associated with it. Styles allow you to make global changes quickly. For example, if you have defined a heading style in an article using Helvetica 12 point bold and then decide to change it to Palatino 12 point bold, all you need to do is redefine the style. All headings set in that style will automatically change. You can also define a style based on another style. Changes made to the parent style will also be reflected in the child style.

4. Tables - having a good table extension in your word processor allows you to easily group information in your document in rows and columns without using complex tab stops. Tables should be easily formatted in terms of column width, row height, and borders.

5. Outline capability - allows you to format your document in outline view and promote or demote sections to different levels in the outline. This can be a helpful organizational tool when working on longer documents.

6. Graphics Placement - can you place graphics into a document? Having this feature can allow you to generate letterhead with your logo, print newsletters, etc.

Package	Interface	Computer platform	Street Cost
MacWrite II 1.1	Graphical	Mac	$139
Microsoft Word 5.5/4.0	Character or Graphical	IBM/Mac	$209/245
Professional Write 2.2	Character	IBM	$160
Q&A Write 1.01	Character	IBM	$139
Word Perfect 5.1/2.0	Character or Graphical	IBM/Mac	$249/$279

D. Spreadsheets

Spreadsheets began as a basic ledger sheet using rows and columns. You could type text and numbers into the cells on the spreadsheet and perform calculations on the data. Today's spreadsheets allow you to do much more than just calculate this years budget.

This section of a sample budget illustrates how a spreadsheet works. A cell is the intersection of a row and a column. As you can see, both text and numbers can be typed into cells. For example, in cell C6, the number $749.00 has been entered. Calculations are performed by entering formulas in other cells. For example, cell C13 calculates the subtotal of the printing charges with the formula C6+C7+C8+C9+C10+C11 or a short cut formula SUM(C6:C11). The formula in cell D13 calculates the printing cost per participant by dividing the printing subtotal by the number of frosh participants through the formula C13/E1. If the number of participants in cell E1 is changed to 400, the entry in cell D13 will automatically be recalculated to $4.87. This automatic recalculation allows you to do extensive what if modeling with your data. In the example above, if you wanted the cost per frosh to be kept below $4.75, you could experiment with different values for printing and mailing to see how you would need to cut your costs to arrive at that goal.

So a spreadsheet can be used for a variety of ledger-type calculations. Spreadsheets can also be used for any text that needs to be displayed in a table format. The key to using a spreadsheet effectively is expanding your idea of the types of information and/or calculations that can usefully be displayed in rows and columns. One example of this is using a spreadsheet as a database. Any information entered along one row of a spreadsheet can be treated as one record in a database program. In fact, most high end spreadsheets can import or export information to a format usable by a low or high end database and vice versa. All spreadsheets have some charting capability that allows you to select rows and columns of numbers and plot a chart of the data. Below is a sample spreadsheet with rows corresponding to trip participation. A range of data is defined from cell A18 through cell C23. This data set is then charted as seen below.

Package	Interface	Computer platform	Street Cost
Lotus 123 2.3/3.1	Character or Graphical	IBM	$339/$405
Microsoft Excel 3.0	Character or Graphical	IBM/Mac	$309/$309
WingZ 1.1	Graphical	IBM/Mac	$319/$245

E. Databases

There are two basic types of databases, flat file and relational. A flat file database works much like individual pieces of paper in a file cabinet. All of the data goes into a single table made up of a number of fields. Each row in the table corresponds to a particular record (or piece of paper in the file cabinet analogy). All of the data is physically linked. For example a table view of an Accident Database for an outdoor program might look something like this:

Incident Number	Injury/Illness	Date	Location	State
91001	ankle sprain	9/27/91	Wind Gap	PA
91002	laceration	10/14/91	Pine Barrens	NJ
91003	infected blister	11/4/91	Catskills	NY

The field names are at the top of each column and each row is an individual record. Usually data is entered through a data form which corresponds to a single record. A blank data form for the Accident Database would look like the following:

Flat file databases are best for discrete data, that is, information for which there is only one record for each event. Flat file databases also allow you to perform calculations and basic analytical functions (such as count, total, subtotal, average, maximum, and minimum) on fields in the database.

A relational database typically holds data in multiple, interrelated tables. Data is connected not physically, by being part of the same table, but logically. The logical connection between two different tables is a field that both tables have in common. An example of a relational database is the Trip Database shown below. In this case, there are four separate tables with related information all linked by the trip number field.

Table 1

Trip Number	Trip Location
001	Water Gap
002	Pine Barrens
003	Smokies
004	Black Forest

Table 2

Trip Number	Participants
001	Mary Smith
	Jack Jones
	Jim Arnold
	Rebecca Franks

Table 3

Trip Number	Trip Leaders
001	Sarah Miller
	Al Bates
002	Sarah Miller
	Becky Johnson

Table 4

Trip Number	Income
001	$752.00
002	$27.50
003	$325.91

In this example, you can enter your information for each trip once and then call up a report of all trip participants for Trip 001, or you could ask for all of the trips led by Sarah Miller. The relational database does the work of collecting the requested data from across the tables. A flat file database would require you to have a field for Participant1, Participant2, Leader1, Leader2, etc. A relational database is particularly useful when repetitive data would need to be entered in different tables.

Flat file databases often have look-up capabilities which means that by using a unique value in a common field between two tables you can look up data in one table and import it into the other. In this way, a flat file database can imitate some of the functionality of a relational database. For example, suppose you had a large mailing list database that included employees as well as people outside your company and a smaller employee database with personnel information. Using the social security number as the unique field value in both databases, you could program your flat file employee list database to look up the address of an individual from your overall mailing list. This means that you only need to maintain the correct address in the mailing list database.

In both flat file and relational databases, one of the most critical aspects is reporting. Besides just holding your information, you want to be able to look at it through what is known as a query to find information, trends, etc. A typical query might be how many staff have current EMT certification or what percentage of our participants were from New Jersey? Your database should have solid reporting capabilities in which reports are easy to define and frequently used report specs can be saved for future reference. The combination of reporting and mathematical calculations allows you to use either type of database for calculating and entering bills and invoices.

Which is better, flat file or relational? This depends on your particular needs. In many cases a flat file database will be sufficient for data like mailing lists, employee records, etc. items that are discrete data parcels. The advantage to flat file databases is that they are generally inexpensive and fairly easy to learn. Relational databases are best if you have more complicated interrelated data that needs to be kept and/or if you need to perform more complex statistical analysis on your data. Relational databases are far more powerful than flat file databases and many allow you to customize the program interface specifically for your needs. With this power comes a steeper learning curve and higher price. As you look for a database also think about how it will interface with your other programs, including your word processor and spreadsheet. Can you do mail merges from the database into the word processor? Can you export database information into your spreadsheet for more involved calculations, and can you import spreadsheet data into your database?

Package	Interface	Type	Computer platform	Street Cost
DBase IV	Character	relational	IBM	$485
FileMaker Pro	Graphical	flat	Mac	$215
Foxbase+/Mac	Graphical	relational	Mac	$295
Paradox	Character	relational	IBM	$505
Q&A	Character	flat	IBM	$255

F. Desktop Publishing

Desktop publishing software has opened up a new world of opportunities for producing high quality brochures, manuals, advertising, forms, and reports in-house. Previously, you probably wrote the copy and sent it out to an outside firm to do the layout and graphics. This meant lots of extra cost and you had to get the material to them way ahead of time. Making last minutes changes was often impossible or very expensive. With a good desktop publishing program (DTP) you can do the copy in your word processor, import it into your DTP, and do your own layout with fonts and graphics. The basic metaphor in DTP is often a pasteboard. Like traditional methods of layout, you design the basic look of your publication and import the text and any graphics or photos. Once all the elements are in your publication, you can modify it by moving elements around, changing fonts, etc. You can set up the publication to run as one column or multiple columns like a magazine or newspaper.

A word of warning about DTP. This software offers you an amazing array of layout options, some of which will look good and some of which will look terrible. You don't have to be a graphic designer to use DTP, but you do need to become familiar with basic layout principles. Your final goal is to present your information effectively. If your layout is poor, your message wont get across, in fact, it could lose your audience. There are a number of good books on specific DTP software packages that also cover basic design principles. Doing DTP in-house can definitely save you time and money in the long run. In the short, run it will take you some time to master the program because of its power. For occasional newsletters or reports there are a number of low end programs that function well. Another option is to use a high end word processor. As described above, a number of word processors will handle basic DTP functions such as multiple columns of text, graphics importing etc. If you will be doing regular, work such as a monthly newsletter, catalogs, or long book-type documents, you will be happier working with a higher end DTP program rather than a word processor or low end DTP package. The extra sophistication of high end programs more than makes up for the extra cost.

Package	Interface	Computer platform	Street Cost
Aldus PageMaker 4.0/4.01	Graphical	IBM/Mac	$489/$499
Publish-It! 2.0	Graphical	IBM	$135
Quark Express 3.0	Graphical	Mac	$519
Springboard Publisher II	Graphical	Mac	$109
Ventura Publisher	Graphical	IBM/Mac	$529

Hardware Requirements for DTP

When you talk about DTP, you need a graphical user interface system (either Windows 3.x for the IBM compatible or any Macintosh System), which means a machine with some speed (386 SX, the Mac LC, or any of the Mac II systems, as a minimum, if you will use it often). Another issue is monitor size. Staring at a 12" or smaller screen means seeing only a small portion of your page at a time. Although all the programs let you zoom in and out, you will quickly tire of trying to work with such a small image of your page. A larger monitor will help (14" or, better yet, a 16"). However, monitor size is just part of the picture. You also can purchase a monitor capable of displaying higher resolutions matched with a video card that can output higher resolution. The higher the resolution, the greater the number of pixels displayed on the screen, which means you can see more of the page you are working on. A 16" monitor with a video card operating at 1024 x 768 non-interlaced resolution is a good setup on an IBM compatible.

Monitor & Video Card	Computer platform	Resolution
VGA	IBM	640 x 480 pixels
Super VGA	IBM	800 x 600 pixels
8514	IBM	1024 x 768 pixels

Besides monitor and video card, the other major item is a printer. If you are going with a DTP, you obviously want quality output. This usually means having a decent printer either a laser printer or an ink jet printer, generally operating at 300 DPI (dots per inch). Both have some built-in fonts and are capable of accepting downloaded fonts as well. Most dot matrix printers don't have the built-in font capabilities for good desktop publishing. Although some add-on font packages, such as Adobe Type Manager or Bitstream Facelift, will generate outline fonts on dot matrix printers (see below). So let's take a brief journey into printers and fonts.

Printers and Fonts

There are two basic types of fonts, bitmapped fonts and scalable fonts. A bitmap font is an image of a particular character made up of pixels, individual dots produced by your printer or shown on your monitor. Laser printers such as the Hewlett Packard Laserjet II have only a few bitmapped fonts built in or accessible through cartridges, there by limiting your design options. You can purchase software bitmapped fonts that are stored on your hard disk and can be downloaded to your printer. The only disadvantage with bitmapped soft fonts is that each letter of a certain point size (8, 10, 12 etc.) must have an image on disk. This means you must have already installed that size font on your hard disk and bitmapped fonts can take up lots of disk space. Also, using lots of soft fonts can increase printing time because the font needs to be downloaded to the printer. Complex documents with lots of fonts may require additional memory in your printer.

Scalable or outline fonts use a different approach. An outline font is a mathematical representation of the various lines and curves associated with each character. The printer can expand or contract this one mathematical representation to create fonts from small sizes (e.g. 4 points) up to large sizes (e.g. 120 points). Outline fonts give you much more freedom in designing a publication, since you can change the size of a font in your document without having to install that size bitmapped font on your hard disk. You can also purchase software outline fonts to install on your hard disk. These fonts are also downloaded to your printer but take up much less disk space than bitmapped fonts. Font managers such as Adobe Type Manager and Bitstream Facelift can be loaded into memory while you run another program. The font manager has a number of outline fonts stored on disk that it can scale "on the fly" for display on your screen and/or to be downloaded to your printer.

If you only need a few fonts, you may be fine with a generic laser printer and its built-in fonts, with a few software fonts. If you are doing more complicated projects, you will ultimately want to go with a printer with a page description language (PDL). A PDL is a special graphics language built into the printer that supports not only scalable fonts but a variety of other graphics features, such as shading, fills, and text rotation. The two major PDLs are Postscript, developed by Adobe Systems, and PCL-5, developed by Hewlett Packard. PCL-5 is specifically designed for laser printers operating at low resolution (300 DPI). Postscript is a device independent language which means that it will print at whatever resolution the printer utilizes, anywhere from 300 - 3000 DPI. The cost for printers with a built-in PDL is obviously higher. There are, however, some intermediate paths. For example, you can buy a base level Hewlett Packard or compatible laser printer and use a font manager with software outline fonts, or you can upgrade your printer by adding a plug-in Postscript cartridge and additional memory.

Printer Package	Printer Language	Computer platform	Street Cost
Hewlett Packard Inkjet		IBM/Mac	$525
Hewlett Packard Laserjet IIP	PCL-4	IBM/Mac	$840
Hewlett Packard Laserjet IIIP	PCL-5	IBM/Mac	$1050
Hewlett Packard Laserjet III	PCL-5	IBM/Mac	$1599
QMS PS-815	Postscript	IBM/Mac	$3599
QMS PS-410	Postscript	IBM/Mac	$1859

What if you don't have a printer? You can take your file to a Service Bureau and they can print it out for you either on a 300 DPI laser printer or on a high resolution imagesetter (1200 - 2500 DPI). This is generally fine if you only need to print a few documents a year that require page description language support. If you print a lot, you will soon tire of driving over to the Service Bureau and paying anywhere from $5.00 - $10.00 a page. An intermediate step is that some copy centers have computers with DTP software and printers that you can use for page layout and printing. In the long run you are probably best served by having a printer in your office. Save the Service Bureau for those documents that need to be printed at high resolution, like magazine ad copy or a capital campaign prospectus.

G. Other High End Software Features

Dynamic Data Exchange (DDE) or Publish/Subscribe - this feature allows you to generate data in one program and paste a linked copy of it into another. If the data in the first program changes, it will automatically be updated in the second program. For example, say you are working on an end-of-the-year report in your word processor. You have data on participation in Wilderness Orientation programs over the past 5 years from your spreadsheet. If you paste the data into your word processing document with DDE, and later you make changes in the spreadsheet, the data in the word processing document will automatically be updated the next time you open the document. This same feature is available as Publish/Subscribe in System 7 on the Macintosh.

Object Linking Environment (OLE) - This feature takes DDE one step further. If you have two software packages that are OLE-aware, and you paste data from the first into the second, then by selecting the pasted data you will open the application that it originated in and you can make changes to it. For example, if you are working in a DTP program and have pasted in a graphic that you drew in another program, you can start the graphics program and open the original graphics file by selecting the graphic from within the DTP program. Then you can make changes and exit the graphics program and the changes will automatically be made in the pasted copy in the DTP document.

Task Switching vs. Multitasking - One of the advantages of an integrated software package (see above) is that you can run your word processor, spreadsheet, and database at the same time and move information back and forth between them. This is accomplished through a process known as task switching, where one program is temporarily halted as you switch to the other. When you complete your operations in the second program and return to the first, you are back where you started from. Stand alone software packages can be augmented with task switching software that allow you to do the same thing. On the Mac, operating systems prior to System 7 accomplished this through what is known as the MultiFinder. Multitasking is the ability of the computer to run several stand alone programs simultaneously while keeping the different programs and their data separate in memory. So you can begin an operation in your spreadsheet and, while it is performing calculations in the background, you can switch to your word processor and work on a document. This allows you to switch back and forth between programs without interrupting their operation. True multitasking can dramatically increase productivity on a computer by allowing your access to multiple programs simultaneously. You no longer have to stop what you are doing in one program, save it, exit the program, start the other program, retrieve the data, exit, restart your first program, and open the document. Advanced operating systems or environments such as System 7 on the Mac or Windows 3.0 running on a 386 machine allow for true multitasking. Multitasking allows you to hop back and forth between different tasks, which is the way most people work.

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Research and Evaluation Track

GROUP DEVELOPMENT THROUGH EXPERIENTIAL EDUCATION: PROMISES AND DELIVERY

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Abstract

The development of groups has been a salient goal for many experiential education programs, particularly those concerned with personal growth or executive development. Based on a recently completed study, one program, Outward Bound, was determined to be effective in the development of groups along a specified continuum of change. Recommendations for enhancing the development of groups were linked to the research findings of the study.

"There are many objects of great value to people which cannot be attained by unconnected individuals, but must be attained if at all, by association."

Daniel Webster

One of the major tenets underlying many experiential programs is that well-functioning and effective groups will develop from collections of strangers. In many cases, this is considered a desirable outcome since, as the quote above indicates, many "things" in our society can now only be attained through the efforts of groups rather than just individuals. Thus, a number of experiential programs now promote group development as one of the outcomes of participation in their programs. This is particularly true for management and development programs for a business, professional, and executive clientele where effective group dynamics is critical to overall success.

But do these programs actually develop groups and how does this group development process work? Furthermore, are there some particularly effective techniques that experiential educators can employ that will facilitate group development? The purpose of this paper is to describe the findings of a study recently completed on group development through experiential education (Ewert and Heywood, 1991). Additional attention is paid to what behaviors experiential educators should look for in identifying whether and to what extent groups are actually forming.

The Importance of Group Development

Why all the concern about developing groups? To a large degree, the importance of groups in modern society cannot be overstated. Much of the infrastructure of our culture and lifestyle requires various collections of individuals to fulfill their designated tasks (e.g., education, medicine, entertainment). This is especially true in areas such as environmental protection, scientific endeavor, and technology development. Larson and LaFasto (1989:14) support this view in their statement:

> "Our ability to collaborate effectively in developing and implementing concrete responses to these problems [environmental] lags far behind our ability to detect the environmental damage and document the increasing severity of the problems."

While institutions such as science and education have been relatively slow to pick up on the idea of using the experiential setting to enhance group development, business and industry have responded much more rapidly. Perhaps sensing that well-functioning groups and project teams are critical to a successful operation, these types of organizations have begun to use the experiential setting in growing numbers.

Beyond making our society function, past research has indicated the effectiveness of group structures on decision-making (Kahneman et. al., 1982), intra-communication (Hirokawa, 1990), the transmission of social norms (Whittaker and Shelby, 1988), and task accomplishment (Marby and Attridge, 1990). In addition, Schaffer (1988) reports that group experiences can create a number of socially desirable outcomes such as prosocial altruism, social modeling, and in defining of normative behaviors. Thus, in the realm of experiential education, group development has become both a means to an end (accomplishing tasks such as reaching the top of a mountain) and an end unto itself (learning to function as a member of a group rather than just an individual).

GROUP DEVELOPMENT

Characteristics of the Groups

What constitutes a "group" and in what ways can the development of that group be identified? For this research, the groups under study had five major characteristics: (1) they were composed primarily of strangers, (2) they exist for a relatively short period of time (7-21 days), (3) members must interact and cooperate, (4) the group has no past social history, and (5) the group will disband when the program ends.

While this type of group structure may not be evident in all experiential education programs (e.g., business groups often remain intact after the course ends) there are a number of commonalities that transcend many programs. Most experiential programs are short term and episodic in nature with a structured set of program objectives that requires a high degree of interaction between the participants. Usually but not always, these participants have no previous history with one another and for the most part are a collection of relative strangers that will disband after the course ends. Given these criteria, the members of the groups studied emulate many of those typically found elsewhere in experiential programs.

Measuring Group Development

From a theoretical as well as programmatic perspective, of great importance is the need to be able to identify when a group is actually developing. How can we "prove" that the program is really effective or useful in developing groups? One way would be to find a suitable model or theory that describes different attributes of group development and seek to observe and measure whether those attribute are actually occurring. For example, if a group development theory suggests that a well-functioning group allows constructive confrontation and disagreement within that group to occur, and that trait is displayed in a particular group, the observer may be more inclined to believe that the group is maturing in terms of intermember trust and integration.

While there are a number of group development theories, the one deemed most applicable to the experiential education setting by the researchers was the Jones and Bearley (1986) model. The model is based on Parson's Theory of Social Action (Parson and Shils, 1951; Turner and Maryanski, 1979) and divides group development into phases. These phases include: Latency, Adaptation, Integration, and Goal Attainment. In turn, each phase has a task and process dimension to it, where task refers to how the group gets the job done, and process refers to how they deal with one another along the way.

Latency refers to the phase where groups initially identify and sort out the different values, symbols, expectations, and behaviors that each member brings with them into the experience. As shown in Table 1, the task variable for latency is called orientation and the process variable is termed dependency.

Once important "latent" attributes are recognized (e.g., one individual is extremely shy or anxious about the upcoming events), the group moves into an Adaptive phase where the task is characterized by getting the group organized and the process revolves around resolving conflicts. In this case, the task component is termed organization and the process component is called conflict.

The integrative phase of group development is characterized by acquiring information to effective decision-making (task) and developing cohesion among group members (process). In this phase, the task behavior is called open data flow and the process behavior is termed cohesion. Once a group develops to this phase it is ready for the goal attainment phase.

The final phase in this model is goal attainment. Here process is characterized by interaction between group members and meeting challenges as they arise. For this phase, the task behavior is called problem solving and the process behavior is termed interdependence. Fox (1987) reports that the ability to effectively solve problems is a hallmark of successful organizations, and without it, many if not most, endeavors will ultimately fail.

This statement by Fox is just as true in experiential education, for while we spend a great deal of time and energy working on the process by which groups solve problems, we also rely on the fact that many if not most of the problems we challenge groups with will eventually be solved. Without some measure of success in actually solving some of the problems, groups will quickly recognize that, despite the best of processes, the challenge was not met.

Identifying Group Development

Using the Jones and Bearley model, experiential educators should be able to look for specific behaviors that would indicate whether and where a group is along a development continuum. This development continuum moves from Stage 1 to Stage 4. A Stage 1 group can be characterized as having high dependency and orientation needs. From an instructor or facilitator perspective, these groups need relatively high levels of instructor guidance and time to set standards for individual behavior within the group.

In contrast, Stage IV groups display high levels of interdependence and effective problem-solving. Groups in this stage pose interesting "shifts" for the experiential educator who becomes less instructor and more participant, consultant or facilitator.

The Jones and Bearley model and experiential education make a good fit in that students in experiential education programs are often brought together from diverse backgrounds with different cultural and personal values. These values must be sorted out (latency), with individuals needing to adjust to the new social constraints and organization imposed on them by the "group" (adaptation). The resources of the group must be both identified and combined (integration), in order to achieve the objectives of the program (goal-attainment). See Table 1.

In addition, the task and process behaviors should also change in an expected pattern. According to Jones and Bearley's model, the following patterns of change should occur if a group is actually developing into a well-functioning and cohesive unit. For the task behaviors, over time, orientation and organization should decrease while the behaviors of open-data flow and problem-solving should increase. For the process behaviors, as the course or experience progresses, the behaviors of dependency and conflict should decrease while cohesion and interdependence should increase.

Other Selected Variables

In addition to the pattern of task and process behaviors described above, several other variables and their impact upon group development were looked at. Based on past research and the literature the variables of gender, age, identification with the group, type of experience, and length of experience were examined. It was hypothesized that females would have higher levels of expectation regarding group development than males going into an experiential education course as would the older student (21 years or above). It was also hypothesized that group identification (i.e., did the group name itself), white-water rafting courses, and longer courses would produce more evidence of group development than non-identifying groups, mountaineering courses, and short courses.

HOW THE STUDY WAS CONDUCTED

The study population consisted of participants in Pacific Crest Outward Bound courses during the summer of 1988 (June through September). Seventeen courses were selected to represent a variety of types and lengths of courses experienced by different groups. To be able to compare across time, a pre-course (one week prior to the course) and post-course (immediately after their course) format was used.

The study instrument was a 40 item questionnaire developed from the Jones and Bearley (1986) Group Development Assessment Questionnaire. Essentially, the instrument used a Likert-type scale ranging from 1 (completely untrue) to 6 (completely true). Analysis was based on the composite scores for each of the Task (Orientation, Organization, Open Data Flow, and Problem-Solving) and Process behaviors (Dependency, Conflict, Cohesion, and Interdependence). Since the composite score for each behavior was based on the scores from five individual questions, each composite score could range from five to 30. The underlying assumption of this approach was that higher composite scores represented higher levels of importance placed on the Task or Process behaviors.

RESULTS OF THE STUDY

Expectancies

Pre and post sets of questionnaires were mailed to 198 course participants with a return rate of 57 pre-course (29%) and 67 post-course (34%). The pre-course scores were actually surrogate measures of the level and types of expectancies individuals had concerning the development of their perspective groups. Using Analysis of Variance routines, the results indicated that there is no significant differences between females and males or younger and older students with respect to the level or type of group development they expected to occur.

Of greater interest is the pattern of change reported by the participants. With respect to expectancies (pre-course scores), the order of importance (lower to higher) for Task behaviors went in the following manner: orientation, organization, dataflow, and problem-solving. Likewise, for Process behaviors the order from least important to most important was: conflict, dependency, interdependence, and cohesion. In other words, participants reported that they expected to see group development behaviors that represented open dataflow, effective problem-solving, and high levels of interdependence and cohesion. Thus, from a marketing and information perspective, it would appear that pre-course information should mention opportunities to experience these types of group development scenarios.

Patterns of Change

Because pre-course scores were really measures of expectation (since they were generated before the groups had actually formed), no direct comparison with post course scores was possible. It would be instructive, however, to examine the pattern of change between the pre and post scores. In this case, the pre and post scores were substantially different and in the predicted direction if this type of experience was effective in producing group development. As can be seen in Figure 1, increases were noted in the Task behaviors of problem-solving and open data flow and in the Process behaviors of cohesion and interdependence. In a similar fashion, decreases over time were noted for the Task behaviors of organization and orientation and the Process behaviors of dependency and conflict. In other words, the various groups became less dependent on the instructor, less prone to debilitating conflict, and in less need of time and effort for orientation and getting organized.

Conversely, they became more effective in problem-solving and communicating. In addition, participants reported their groups as becoming more cohesive and interdependent.

TABLE 1

CONCEPTUAL MODEL OF GROUP DEVELOPMENT[1]

DEVELOPMENT STAGE	TASK BEHAVIORS	PROCESS BEHAVIORS
LATENCY	ORIENTATION	DEPENDENCY
ADAPTATION	ORGANIZATION	CONFLICT
INTEGRATION	OPEN DATA FLOW	COHESION
GOAL ATTAINMENT	PROBLEM SOLVING	INTERDEPENDENCE

1 As groups move through the developmental process, greater emphasis should be placed on the lower sets of behaviors (e.g., problem solving interdependence).

Effects of Gender, Identification, Course Type, and Course Length

Using a series of ANOVA's and post hoc paired T-Tests the effects of gender, group identification, course type, and course length were determined. Based on post-course scores, there were no significant differences using the variables of gender and age. In the case of gender, however, one significant difference was found on the Process variable of dependency on the group leader. In this case, female participants reported significantly higher levels of dependency than their male counterparts.

Whether a group chose to name itself or not seemed to make a difference in the Process behavior of interdependency. Groups that named themselves were significantly more interdependent and relying of one another than those who did not. It should be noted however, that the naming of a group appears to be a manifest variable in that it represents a high level of group identity. Making a group name themselves will not necessarily result in feelings of more interdependence among group members.

Whitewater courses were more effective than land-based courses in generating higher levels of cohesion, problem-solving ability, and interdependence. Given the nature of the whitewater experience in an Outward Bound program, the data may simply be reflecting the fact that these groups were forced to work more closely together, were in constant close proximity with one another, and faced a more dynamic set of environmental conditions (changing water conditions, rapidity of change, serious consequences in the event of a mishap).

The results indicated that long courses (9 days or more) were not more effective in group development than short courses. One significant difference was noted in the Process behavior of conflict with long course participants reporting more conflict than their short-course counterparts. In this case, the date may reflect the more numerous opportunities for participants to experience conflicts of some sort or another in a longer course format.

In each of the above cases (type of course and length of course), another explanation for the results may be selection bias. In other words, participants who chose to attend a whitewater or longer course would be "different" than those who chose other types of courses. Overall, that has not been the personal observation of the researcher, but the possibility exists, nevertheless.

IMPLICATIONS FOR EXPERIENTIAL EDUCATION

The data suggest that the various groups of participants in this type of experiential education program moved from a Stage I group (Immature group high in the need for structure and guidance) to a Stage III or IV group (Effective team with high levels of interdependence and problem-solving skills). Spontaneous group naming appears to be a "good" indicator that group development is taking place. This finding is in line with the works by Tanford and Penrod (1984) and Asch (1951) that have suggested that when individual members gain a sense of group membership they are more likely to conform for "the good of the group" and work toward collective goals.

The fact that whitewater courses were more effective in group development than land-based courses would suggest two things. First, as previously mentioned, the physical and structural setting inherent in whitewater rafting may be more conducive to group development (e.g., constant close physical proximity with each other). On the other hand, participants that sign up for whitewater rafting courses may also be more interested in socialization and affiliation. Some past research (Roggenbuck and Schreyer, 1977; Knopf, Peterson and Leatherberry, 1983; Heywood, 1987) would suggest that, at least in the area of outdoor recreation, that is the case.

There are several problems that plagued this particular study and the results. First, the results are generalizable to other experiential programs only to the extent that these Outward Bound programs emulated other experiential education courses. Doubtless, there are differences between the wide variety of experiential programs that are now available, with differing impacts upon group development.

Second, the low sample size would suggest, at the very least, that experiential educators be cautious in the extent they "trust" the findings. At the very least, additional research needs to be conducted both using this design and comparisons of groups once they have actually formed. In addition, some qualitative designs such as participant observations, journal-keeping, and open-ended interviewing would add to the "richness" of the data and make for more meaningful explanations.

Despite these concerns, there is now some additional empirical evidence that experiential programs such as Outward Bound, can be effective in promoting group development. It should be kept in mind, that the groups studied were not part of courses specifically designed to promote group development such as would be observed in Professional Development Courses (Ewert, 1991) or special contract courses. This fact alone, would suggest that when experiential programs are geared to group development, the results would be even more dramatic.

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MANAGING A SCARCE NATURAL RESOURCE: THE HIGH ALTITUDE MOUNTAINEERING SETTING

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Abstract

Remote, pristine wildland areas can be considered an endangered natural resource. This is of particular concern to the experiential educator since many programs and learning experiences are designed to take place on these types of areas. Interestingly, research has not taken a concerted look into the visitor or user of these areas in terms of who they are, what they prefer in the way of management of these lands, and what motivates an individual to engage in certain experiences typically sought out in these areas. This paper uses a recently conducted study at Mt. McKinley, Alaska to address questions such as who the climber is, what type of managment of the resource are they looking for, and how management actions have actually worked in safegarding the environment while preserving the sought-after experience.

INTRODUCTION

This paper presents one set of findings of a recent study done at Denali National Park. The purpose of this study was to identify some of the characteristics of the mountaineering visitor, the climbers' perception of the mountain environment, and certain preferred management options affecting the mountain environment and/or the mountaineer on Mt. McKinley and adjacent Alaska Range peaks. Although not typically thought of as an experiential education setting, Mt. McKinley does offer an adventure recreation site (i.e., high-altitude mountaineering) of world-wide reputation. To date, the research community has paid little attention to such areas in terms of who the participants are, what types of management issues are at stake and who are the underlying reasons for their visit.

Managing Scarce Natural Resources

For a variety of reasons, the extant literature in experiential education does not usually discuss the management of the natural resource base that often constitute the experiential setting. Moreover, environmental problems that are usually thought of as the most important issues include: land erosion, failing water quality, air pollution, acid rain, toxic wastes, and a degeneration of biodiversity (Stern and Oskamp, 1987: 1043-1086). There exists, however, another environmental and educational issue in the reduction of the amount of available remote lands suitable for adventure and personal testing. This reduction in available and suitable spaces is compounded by a steady growth in the numbers of users wishing to use the resource.

While, perhaps not as "threatening" as the other resource issues listed, from an experiential education perspective, the loss of suitable places to use many of the forms of experiential education can and will be a growing problem. No where is this more true than in pristine mountain environments. For not only will more traditional activities of mountaineering, hill-walking and mountain skiing continue to grow in popularity but these activities will be augmented with hang-gliding, parapente flying, micro-light airplanes, helicopter skiing, mountain biking and snowboarding.

The Mountain Perspective

Since the early 18 Century, mountains have offered a diverse assemblage of natural and semi-natural habitats that have attracted a wide range of recreationists and tourist visitors (Ewert and Hollenhorst, 1990). Dearden and Sewell (1985) suggest that this popularity has grown with the advent of technology such as freeze-dried food, ski-lifts, modern fibers and improved climbing equipment.

Whatever the reasons, either real or putative, the research community is now beginning to understand that there is a strong and undeniable relationship between human behavior and the environment. Models such as the Recreation Opportunity Spectrum (Driver et al., 1987) and Adventure Model (Ewert and Hollenhorst, 1989) have attempted to explain some of the linkage between behavior and sought-after environments.

The purpose of this study was to continue that exploration by investigating the mountaineering setting at Mt. McKinley in Denali National Park, Alaska. The underlying tenet of this work was that by understanding expedition mountaineers and the type of environment they seek out, the land manager and experiential educator will better understand the relationship between the natural environment and human behavior.

THE STUDY

Approximately 360 registered climbers were asked to complete a 26 item questionnaire as they checked out at the ranger station in Talkeetna. Response rate for the questionnaires was close to 100%. Of these, over 98% were people who had climbed or attempted Mt. McKinley with the following breakdowns for McKinley climbers: 84% West Buttress, 6% Muldrow, 4% West Rib, and 3% Cassin.

Since this year's effort was exploratory in nature, the questionnaire was only printed in English. The sampling began in June and was concluded in August and included approximately 36% of the total number of climbers registered to climb McKinley (total=1002).

Who Is The Climber?

Of the climbers responding to the questionnaire, the average age was 32 years old with 29 the most often reported age (range = 18 to 62). Within this group, over 90% were male (90.3%) and just under 10% were female (9.7%).

Climbers reported an average of 10 years of mountaineering experience (10.1 years) with a range of between 1 to 50 years. It should be noted that the sample was skewed toward the low end of number of years of mountaineering with over 40% of the sample reporting six or less years of experience.

Within the sample, 67% indicated that they made the summit or completed their route. Of these, the reasons for their success included (in descending order of importance) (1) preparation, experience, acclimatization, food (31%); (2) good weather (26%); and (3) patience/perserverance (8%). The primary reasons given for not summiting or completing the route included: (1) bad weather (63%) and (2) sickness/medical problems (21%).

The majority of the people (66%) were classified as independent climbers, that is, not a member of a guided party. Of the sample, 32% were part of a guided party and 2% were solo climbers. These data are fairly congruent with those from the total number of climbers on McKinley. In that total sample, 65% of the climbers were non-affiliated with a guided group (independent), 34% were members of a guided party, and 1.5% were climbing solo.

The Mountain Environment

By a wide margin (98%) of the climbers utilized the Southeast Fork Kahiltna landing strip. At that location, 44% indicated that trash was not evident, 51% reported that trash was evident but at an acceptable level, and 4.7% indicated that the level of trash was unacceptably high.

Climbers reported they climbed by a wide variety of routes including: West Buttress (84%), Muldrow (6.3%), West Rib (4.3%), and Cassin (3.3%). Taken as a whole, 33% of the climbers reported that trash was not evident on their routes. On the other hand, 55% reported that trash was evident but at an acceptable level, and 12% of the climbers thought trash levels on their climbing route was unacceptably high. Of all the locations reported to have trash problems, the campsite at 17,200 feet on the West Buttress was the only consistently reported area.

Relative to specific routes, trash was not evident for 47% of the climbers on the Muldrow, 35% of those climbing the West Buttress, and 8% of West Rib climbers. Trash was evident but at an acceptable level for 42% of Muldrow climber, 60% on the Cassin, 54% on the West Buttress, and 69% of those on the West Rib. Levels of trash that were unacceptably high were reported by 11% of the Muldrow climbers, 11% for those on the West Buttress, 40% on the Cassin, and 23% of the West Rib climbers.

In dealing with trash, 92% of all the climbers reported that they carried their trash out. This was followed by dropping it in a crevassee (14%), burning (7%), and burying (1%). A note of caution here, carrying out garbage is the administratively correct thing the do; without an actual behavior observation there is no way to ascertain the accuracy of these "reported" actions. On the other hand, it should be noted that filling out the questionnaires was voluntary and anonymous.

There were a number of suggestions made by climbers on how to handle trash. The more popular ones included: carry it out (27%), education (13%), establishing collection sites and using helicopters to remove it (10%), and burning it (8%). Currently, NPS policy emphasizes a carry-out procedure and burning trash is not allowed.

Regarding human sanitation on the mountain, human waste disposal was not a problem at base camp for 72% of the climbers. Disposing of human waste was a problem that could be dealt with for 25% and was a problem that detracted from their mountaineering experience for 3% of the respondents. While on their climbing route, 30% of the climbers reported that disposing of human waste was a problem with 70% reporting that there was no problem.

One caveat is needed at this point. It was assumed that base camp and landing strip were synonymous and the same location. While logical from a mountaineering perspective this assumption may have not always been true.

Regarding the use of plastic bags for human waste disposal in crevasses 90% of the respondents indicated that they used this method to dispose of waste. It should be noted, however, that the questionnaire did not determine whether climbers used this method all the time or interspersed it with other techniques such as carrying the waste out or digging latrines.

Problems in actually disposing of human waste included: not enough latrines (27%), inadequate directions on how to dispose of human waste (11%), too severe of environment to adequately use plastic bags or build latrines (9%), and latrines inadequately placed (7%). Possible solutions to the human waste problem that climbers listed were: limit number of parties, have more plastic bags available, and enforce a human waste disposal policy.

The possible solutions climbers gave to dealing with human waste included: more latrines (24%) and using crevasses to dispose of waste (12%). Other suggestions such as dump stations and chemical toilets resulted in very low percentages (6% or less). Currently, the Park Service recommends using plastic bags as latrines and than disposing the bags in deep crevasses.

Sociological Factors

Given the international popularity of Mt.McKinley and the increasing use over the past decade, the issue of crowding was considered important to study. Although the size and complexity of Mt. McKinley would seem to preclude a crowding problem, only a few routes receive the majority of use. In this study, 32% of the climbers reported that crowding was a problem with 68% of the climbers indicating that crowding was not a problem on Mt. McKinley. When there were crowding problems, 41% indicated they occurred at the campsite areas, 19% on the climbing route itself, and 41% indicated that a sense of crowding occurred at both sets of locations.

When broken down by route, the following data were generated. Of the West Buttress climbers, 42% reported crowding at the various campsites, 17% on the route, and 42% at both places. Climbers on the Muldrow reported the following data: 20% indicated crowding at campsites, 60% on the route, and 21% in both sets of locations. Regarding the Cassin climbers, 40% reported feeling crowded at campsites and 60% reported crowding in both campsites and on the route. Interesting, none of the Cassin climbers reported crowding just on the route alone. Of the West Rib climbers, 44% reported crowding at campsites, 33% while on the route, and 22% at both locations.

On the issue of limiting the number of climbers, a slight majority of the respondents were against any limitation (57%-against, 43%-in favor of limitation). These numbers might very well change if climbers were actually faced with the possibility of being denied a climbing opportunity on the more heavily traveled routes of Mt. McKinley. When asked about ways to deal with the crowding problem two responses were the most often reported: establish a permitting system (14%) and limit party size (10%).

It should be noted that the literature is now fairly consistent in differentiating between solitude, user-density, and crowding (Patterson and Hammitt, 1990; Stewart and Carpenter, 1989). While density can be an actual physical measurement (counting the number of climbers in a given location), solitude and crowding are psychologically determined. In the case of crowding, how "crowded" an area is depends, in part, on the expectations and past experience of the individual. In the case of Mt.McKinley, climbers (particularly on the more popular routes) may be expecting to see larger numbers of other climbers and consequently feel less "crowding" eventhough there is a relatively high user-density level. Furthermore, NPS and other literature as well as the climbers own networks serve to accurately describe many of these "crowded" conditions and the time frames when high visitation occurs.

CONCLUSIONS

Drawing conclusions from a one-time snapshot of people and time is usually a risky business. There is some information from this study that bear up under the weight of common sense, experience, and past findings from the literature. First, the demographics from this study's sample are congruent with the general population of climbers visiting Mt. McKinley. To the extent that this is true, it would seem reasonable that they reflect many of the views and demographics of most Mt. McKinley climbers. It should be noted, however, that the study did not sample those people climbing in the earlier part of the season, most notably April and May. The variables of age, gender, years of mountaineering experience do seem in line with the overall climbing population of Mt. McKinley.

Trash and human waste are problems in some areas but are not overwhelming for most of the climbers. Most of solutions offered such as crevasse dumping or helicopter-assisted removal are either not new or represent a significant increase in maintenance and personnel costs.

The study showed that trash, sanitation, and crowding still are within acceptable limits for most Mt. McKinley users. If problems do eventually occur in these or other areas related to the management of the climbing environment, future studies should strive to determine what types of solutions or management options might be most acceptable to the user.

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PARK MANAGERS ATTITUDES TOWARD CLIMBING: IMPLICATIONS FOR FUTURE REGULATION

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Abstract

This study examined the relationship of park and recreation area managers' attitudes toward the sport of climbing as potential reasons for utilizing regulations to manage climbing activity. Managers were asked to compare the use of regulations for climbing to other outdoor recreation activities from the perspective of three major areas: (a) environmental impacts, (b) potential for visitor conflicts, and (c) issues related to legal liability and search and rescue operations. With the exception of issues related to search and rescue operations, it appeared that managers were no more likely to regulate climbing than they were to regulate other outdoor recreational activities. Possible strategies for mitigating regulation and/or prohibition of climbing were presented.

Introduction

Within recent years there has been a tremendous increase in outdoor adventure recreation participation (Ewert, 1987; Jensen, 1985). Such activities include backpacking, hang-gliding, mountaineering, nordic skiing, and spelunking just to name a few. Possible explanations for this increase in popularity include sociological and personal psychological benefits. People frequently engage in recreational activities to develop a feeling of belonging to a group or class of people. Many clubs are associated with outdoor adventure activities and thus provide the potential for sociological benefits (Jensen, 1985). Participants frequently indicate the need for new experiences, excitement, and challenge as reasons for participating in outdoor adventure activities. (Jensen, 1985).

Because of the tremendous resource requirements associated with outdoor adventure activities, most participants look to government agencies (particularly state and federal) to provide areas for adventure recreation. The demand for such recreation has presented managers with three major problems. First, high levels of recreational use can produce severe environmental impacts such as: the deterioration of ground vegetation, the compaction and erosion of soil, stress on wildlife populations, and deterioration of water quality. Second, conflicts can occur between individuals participating in the same recreational activity or in different activities because they are competing to use the same resource. Finally, because of the element of risk associated with adventure activities, managers are occasionally confronted with problems related to legal liability and the need for search and rescue operations. Perhaps because of these problems, several areas have begun to limit participation in climbing and in some cases prohibited participation in the activity entirely.

The purpose of this study was to examine park managers attitudes toward the high adventure activity climbing. Climbing was selected because (a) it has a long history of participation in the United States, (b) it can occur in many different climates and environments thus ensuring national appeal, and (c) because of its long history, many recreation area managers would be familiar with it as opposed to some of the newer adventure activities. Specifically, this study examined managers' perceptions regarding the activity of climbing and its relationship to user conflicts, environmental impacts, rescue and legal liability problems. In addition, it explored various types of actions employed by agencies to combat these problems; particularly actions in the form of regulations.

Methodology

A multi-agency list of recreation areas with a history of climbing was compiled from a collection of guidebooks and from inquiries to several mountaineering and climbing organizations. This collection of areas included those managed by the National Park Service, the U. S. Forest Service, the Bureau of Land Management, state park systems, and local recreation areas. In November, 1989, one hundred questionnaires were sent to randomly selected areas from the previous list. The questionnaire polled managers about the history of climbing in their areas, the nature of climbing related accidents, the training of staff, their attitudes about the environmental impact caused by climbing and issues related to liability.

After one follow-up letter, 57 questionnaires were returned for a 57 percent response rate. However, fourteen questionnaires could not be used because respondents indicated that they had insufficient data and as a result did not complete the questionnaire. Thus the number of questionnaires available for analysis was 43. Data were coded and analyzed using the SPSSX statistical package. Frequencies and percentages were computed for all data. Descriptive statistics were calculated for all interval and ratio level data. Comparisons between groups were made using the chi-square statistic.

Results

Level of Regulation

Managers attempting to protect both visitors and natural resources have a wide variety of management techniques at their disposal. These strategies include both direct (regulatory) and indirect (non-regulatory) techniques. Examples of direct techniques include limiting party sizes, zoning uses, requiring permits or check-in procedures, limiting access and imposing fines. Repeated studies have shown that most recreationists prefer an indirect or non-regulatory approach (Manning, 1987).

Results of this study indicated that almost 40 percent of the areas examined used some type of regulations in the management of climbing. Table 1 shows the variety of regulatory techniques used by managers in this study. While limits on party size and restrictions on use due to environmental reasons were applied to all recreationists, many of the other regulations were used only to manage climbing.

Environmental Impacts

Most agencies are charged with the protection of natural resources in the areas they administer. This protection includes the reduction of impacts caused by recreational activities. With regard to this study, managers were asked to compare the areas frequented by climbers with areas used by other recreationists and then compare the level of impact at the climbing areas to determine if it was (a) less of a problem at climbing areas, (b) no different from other areas, or (c) more of a problem at climbing areas. The categories of environmental impacts included: soil erosion and compaction, litter, scars on trees, the cutting of trail switchbacks, scars caused by campfire rings, vandalism, the deterioration of ground vegetation, graffiti, and the chopping of trees and/or branches.

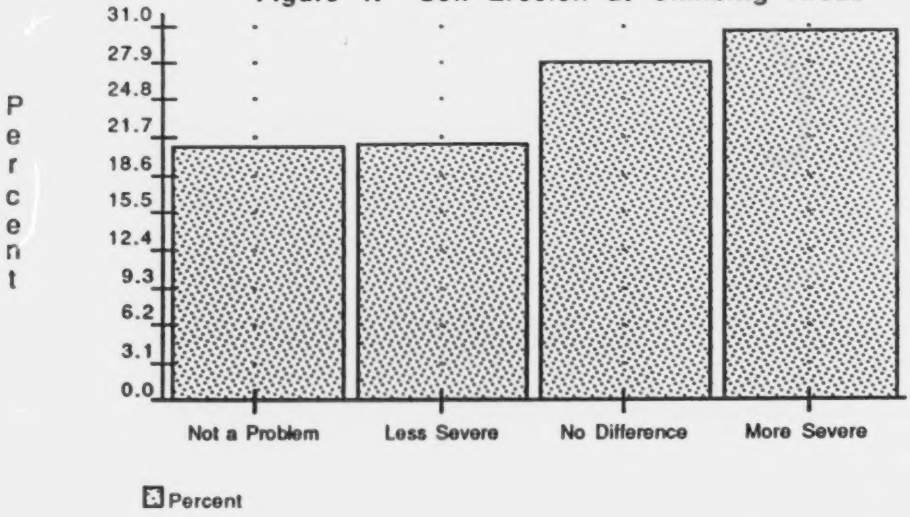
For each of the measures of environmental impact results indicated that managers perceived climbing to be no different than other recreational activities with regard to the distribution and severity of environmental impact. Managers frequently regard soil erosion as one of the worst types of impact that can result from recreational use of a resource. Figure 1 provides a breakdown of managers' perceptions of soil erosion at climbing sites. Results indicated that 20.9 percent believed erosion was not a problem at their areas, 21 percent believed erosion was less of a problem at climbing areas, 27.9 percent could determine no differences in the levels of erosion for climbing areas and areas used by other recreationists, and 30.3 percent perceived erosion to be more severe at climbing areas. These differences were not statistically significant. Because of managers' attitudes and perceptions on these environmental indicators, it was believed that environmental impacts would not motivate the regulation of climbing activities.

Table 1

Frequencies and Percentages of Regulations Used to Manage Climbing

Type of Regulation	Frequency	Percent
No Regulations Used	17	39.53
Optional Sign-In and Sign-Out	7	16.28
Mandatory Sign-In and Sign-Out	4	9.30
Check-In with Authorities (In Person)	9	20.93
Climbers Must Possess Required Equipment	3	6.98
Climbers Must Provide Own Rescue	0	0.00
Temporary Area Restrictions Due to Environmental Reasons	14	32.56
Permanent Area Restrictions Due to Environmental Reasons	14	32.56
Limits on Party Size	12	27.91
Prohibit Climbing Activity	2	4.65

Figure 1. Soil Erosion at Climbing Areas



Visitor Conflicts

Several studies have indicated that visitor conflicts can arise when recreationists compete with one another for the same resource. Examples that have been well documented include fishermen and water skiers, snowmobilers and ski tourers, motorbike riders and hikers (Manning, 1986). Regulations have frequently been used to attempt to separate competing recreationists and thus reduce conflict.

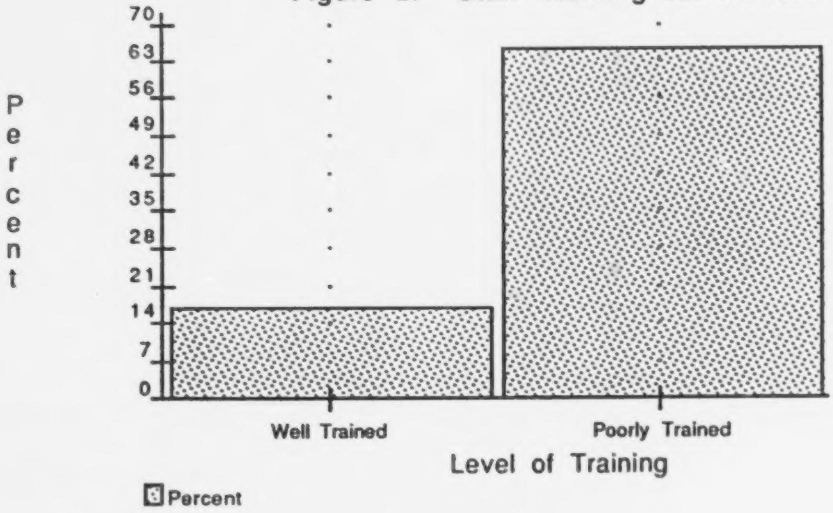
In this study, examples of conflicts between climbers and other visitors were obtained by asking managers to provide a history of such incidents for the past five years. Results indicated that less than 89 percent of the areas studied had any record of visitor conflicts involving climbers. Of the 11 percent that indicated such conflicts, the maximum number of incidents recorded for the entire five year period was 20. Thus, it appears that visitor conflicts with climbers appears to be an insignificant reason for the implementation of regulations in climbing.

Legal Liability and Rescue

Within recent years, there has been increasing concern over the potential problems of legal liability and the cost of search and rescue operations associated with high adventure activities. As an example, Rocky Mountain National Park spent over $363,000 on search and rescue for the fiscal year of 1981-82. Indeed, several parks have begun to prohibit "high risk" recreation altogether. As a partial response to this policy several writers have called for the establishment of "no-rescue" wilderness areas in which government agencies would not rescue accident victims and in some proposals would be legally prohibited from engaging in search and rescue operation in such areas (Harwell, 1987; Nash, 1982; McAvoy and Dustin, 1983).

With regard to this study, managers were asked to respond to the statement "The staff at your area is well trained to handle climbing accidents." Over 65 percent disagreed with the statement while only 16.3 percent agreed (see Fig. 2).

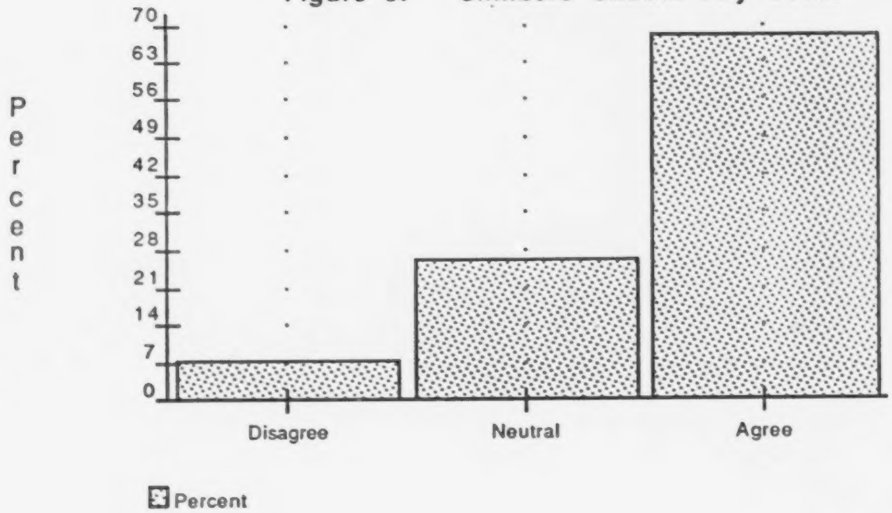
Figure 2. Staff Training for Rescue



To determine if staff preparedness (training) was related to whether or not an agency regulated climbing, the chi-square statistic was computed. Results indicated that 85.7 percent of the agencies who believed they were well trained to handle accidents regulated climbing while only 41.2 percent of the agencies who believed they were not well trained regulated climbing. This result was found to be statistically significant (chi-square = 7.22, df = 3, $p<0.02$.) Thus it may be that managers who have been exposed to search and rescue training realize the consequences of climbing accidents and desire to control the situation through the use of regulations.

While most managers surveyed were concerned with the search and rescue issues, they were not unduly alarmed about the possible legal outcomes of climbing. When asked to respond to the statement "Climbing is a major cause of liability and litigation for recreation areas", 65.1 percent disagreed, 32.6 percent were neutral and only 4.6 percent agreed with the statement. Finally, one item addressed the financial aspect of search and rescue. When asked whether or not climbers should pay for the cost of their own rescue, 67.5 percent believed that they should, 25.6 percent were neutral, and only 6.9 percent indicated that climbers should not pay for their won rescue (Fig. 3).

Figure 3. Climbers Should Pay Costs



Summary

In conclusion, the decision on whether or not to regulate climbing appeared to be based on liability and search and rescue related concerns rather than on concerns about environmental impacts or visitor conflicts. While it is true that some areas have begun to place severe limitations on climbing, most managers surveyed in this study did not see climbing as a major source of liability. However, this situation may be changing. The financial constraints which limited the sample size of this survey somewhat increases the difficulty of drawing positive conclusions from the results. In the past researchers have viewed the potential proliferation of government regulations as a major limiting factor to the growth of adventure activities such as climbing (White, et. al., 1980). Perhaps future research efforts should explore ways to keep recreation areas open to climbing. Such efforts might include the education of climbers so that they can better manage potential hazards and impacts involved with their sport. To help facilitate this organizations affiliated with climbing might consider instituting self-regulations and more formalized education programs such as those found in the sport of scuba. As Hollenhorst (1989) pointed out "self-reliance takes on a different meaning in backcountry situations: accident prevention and preparedness is more complex, supplies and equipment must be contrived from available materials and first aid often becomes extended care" (p. 32).

Related to the previous issue are managers' concerns with the implementation of search and rescue operations. Future research might explore the feasibility of using more volunteers in search and rescue operations and investigate new ways to fund search and rescue efforts. Search and rescue involves significant agency resources (personnel, equipment and financial). Of particular concern is the fact that agencies are often not reimbursed for search and rescue efforts (Hollenhorst, 1989).

Finally, it has been observed that freedom and the ability of participants to control their own experiences is central to the meaning of wilderness for many recreationists (Sax, 1980). For this to occur, regulations must be kept to a minimum. Perhaps climbers can regulate their sport so that managers may "resist the temptation to take more and more responsibility for the safety of wilderness recreationists" (McAvoy & Dustin, 1989, p. 42).

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Safety Track

PREPARING FOR THE REALLY BAD STUFF: ONE SCHOOL'S DEVELOPMENT OF BETTER SAFETY MANAGEMENT POLICIES

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Albuquerque Academy is an independent, coed, college-preparatory day school for students in grades 6-12. Students through grades 10 are required to participate in the programs of its well-established Department of Experiential Education, which include various "Urban Adventure" activities, cross-cultural homestays and "Inventions" programs, along with the wide array of outdoor activities which gave rise to the department in the first place.

Having recently completed a major phase of program development, we chose to spend the last couple of years examining and strengthening our safety management policies. Fortunately this program has an outstanding safety record. Thus, our efforts were not hampered by the external pressures and potentially conflicting demands of responding to a current crisis. The fact that we provided the motivation for the whole process allowed us the luxury of working at our own pace. Not surprisingly, every aspect of this undertaking has taken longer than we anticipated, and we consider the materials presented here to be "works in progress." Nonetheless, they should stimulate productive discussion in organizations like ours who want to examine their own level of emergency preparedness.

Training Non-professionals to Help Us in Our Program

The origins of our current efforts may be traced back to our development of training materials for leaders of our annual five-day freshman backpacking trip. This expedition takes place at Philmont Scout Ranch, a huge wilderness preserve in northern New Mexico, and serves as an orientation program for the 135 Ninth Graders entering our Upper School. The large number of students requires that we divide them into a large number of small groups and find many adults to lead them. Traditionally, most leaders have been faculty members with lots of enthusiasm and some outdoor experience, but with little or no systematic training in wilderness skills. Considering their varying levels of experience, we chose to use our training time to emphasize predictability, good judgment, and a few key principles, rather than to deliver an endless set of rules for them to follow. The specific principles we put forth included:

-- The need to operate in and remain committed to a system which enhances safety (In this case, of course, we meant stay predictable within our system!)

-- The importance of good judgement based on a "flow-chart" of priorities (In descending order of priority, 1) Any immediate crisis (e.g., first aid); 2) general group safety (e.g., stay off ridges in a storm); 3) relationship with what we call a "shadow group" (e.g., don't abandon them); and 4) relationship with the whole field operation (e.g., stay predictable.)

-- Have among leaders a common set of assumptions and agreements, and adhere to them.

-- Recognize and actively use your decision points (e.g., re-route off ridges when huge clouds are "going vertical,; recognize what are immediate emergencies (e.g., the subtle indicators of hypothermia).

-- Have and practice such general wilderness skills as orientation, stove safety, tent site selection, etc. (And if you don't know, ask!)

Activating Our Safety Committee

Wanting an effective method of review for our materials (and not wanting to hang alone if our efforts were found wanting), we convened a Safety Committee comprised of our Headmaster and two other school administrators, all four members of the Department of Experiential Education, a prominent local pediatrician who knows our programs well, a member of the Board of Trustees, and the director of another nearby wilderness program. We meet four times each academic year and, except that we reimburse the latter member for his 120-mile round-trip drive to attend meetings, all serve on a voluntary basis. After much discussion about whether or not a lawyer should sit on the committee, we decided against it, choosing simply to hire one as necessary.

The committee's function is clearly limited to advising the headmaster and myself, a question which needs to be resolved early on, and I have found our meetings to be extraordinarily helpful. I credit two factors for this: The committee members all possess highly functional people skills and are very focused and productive; and we have managed to establish a tone which allows an open, honest, discussion style about even our less stellar moments in the field.

Developing a School-wide Crisis Management Plan

Among the Safety Committee's first recommendations was that we develop a school-wide plan for systematically handling a disaster or major emergency. An *ad hoc* committee was formed to research what other schools had done (contacting, for example Oregon Episcopal School about their handling of the Mt. Hood tragedy and Concord (NH) High School about their response to the Challenger disaster). We then presented the headmaster with a draft, limited primarily to the key concepts and roles we were proposing. The project stalled at that point due to some important staffing changes, but has served us as a basic template nonetheless. The following schematic diagram summarizes the key steps and sequences we identified.

This year we will take the project through to closure by creating a list of people we recommend for various roles, developing supportive paperwork, setting up some conferences with local law enforcement agencies and media representatives (to find out what to expect before something goes wrong), offering informational and training workshops for relevant faculty and staff, establishing a system for evaluating the causes of any crisis and the school's response to it, and staging one or two mock disasters to test the whole system.

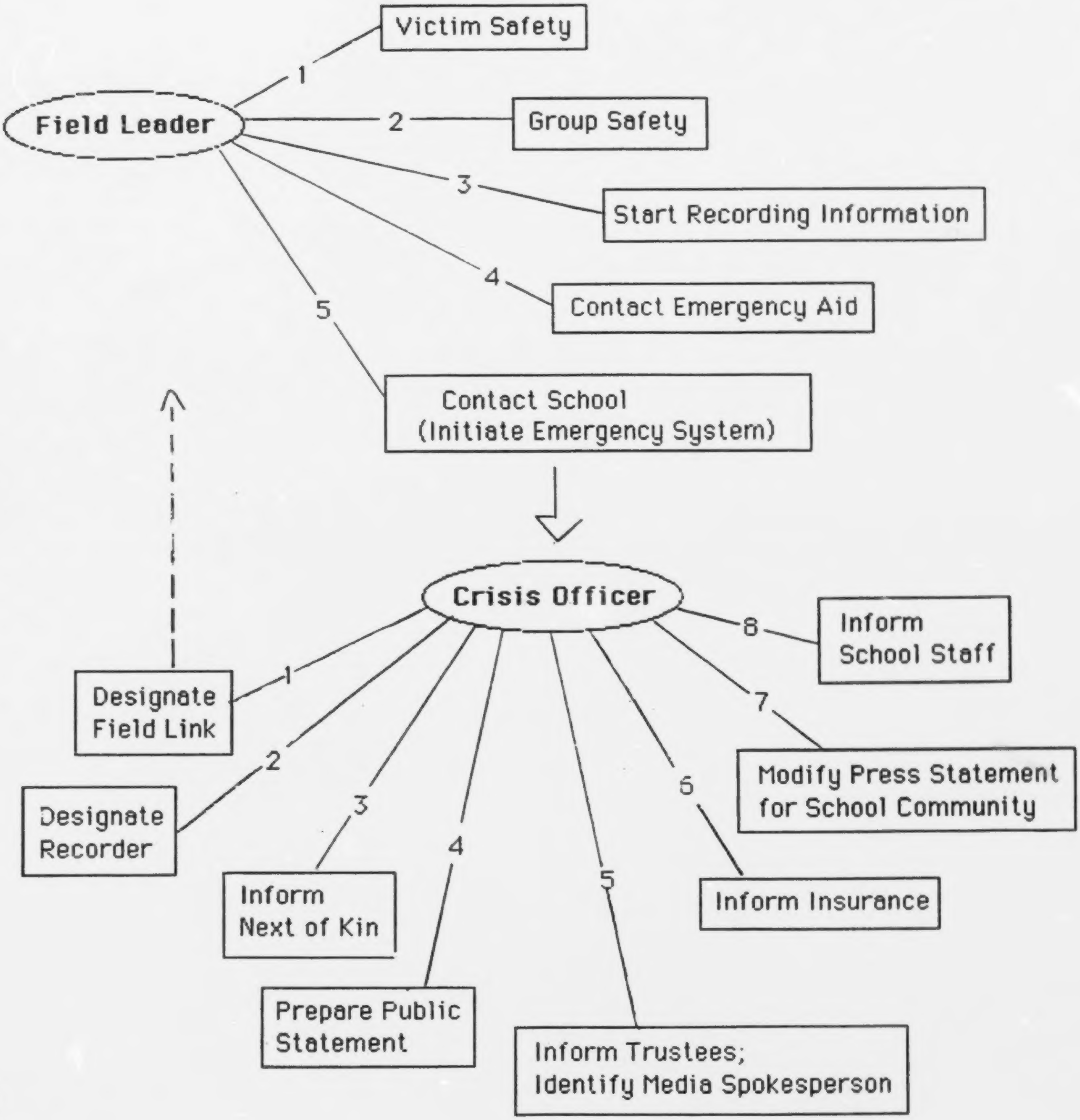
An External Evaluation

It is the practice here at Albuquerque Academy that once every seven years or so, each academic department bring in a team of experts to examine and reflect upon how that department functions. We identified three areas upon which to focus special attention: Program Safety, Staff Assessment, and Dynamic Programing (within a rapidly evolving institution). The school would finance our bringing in two people for three and a half days, and we chose our evaluation team members, Bill Proudman and Alan Hale, from the ranks of longstanding AEE members. At the suggestion of Alan, we adopted a safety review model used by Outward Bound (by Ian Wade and Mike Fischesser, 1988), and spent a few months gathering information and materials about the program. (This process alone was enlightening.)

Their time with us was a flurry of conversations with departmental staff, other faculty members, various administrators, and students of many ages, and included a joint meeting with our Safety Committee near the end of their visit. Shortly after their departure a very thoughtful written report arrived and has generated stimulating conversation among ourselves ever since. Now that we're part way through the "so what?" phase of the process, it's clear that the visiting team's astute observations have been -- and will continue to be -- quite influential to our program. The whole process was well worth the time, money and energy it required.

Department of Experiential Education

FLOW CHART OF EMERGENCY RESPONSE



A School-Wide Safety Manual

One recommendation of our external evaluation team was that we more clearly articulate our safety policies and procedures. Who should be allowed to take responsible charge of student groups in the field? What should be the minimum level of certification of our full-time program staff? What are the limitations of the school's insurance coverage on each of us? How many adults do we need to take 25 students to Chihuahua, Mexico for homestays? Under what circumstances should students be sent home for disciplinary reasons?

As the guidelines for our own program became more thoughtful and more complete, it was only a matter of time before our administrators wanted to extend our newly articulated policies to cover other school programs. We were asked to develop a school-wide safety manual to umbrella all off-campus activities. After writing to several schools like ours it emerged that few schools had such a thing, though most wanted one. Incidentally, the Harvard-Westlake School in California has proved to be most helpful. We have promised to send our safety manual to several schools once we get it finished.

In the meantime, our current draft is tailored for intra-departmental use and has ten sections (many of which will surely find their way into the more general school-side manual, of course.) The sections are:

1. General Principles of Our Safety Management Plan
2. Rules for Group Leaders
3. Student Rules for Outdoor Programs
4. Vehicle Operation Guidelines
5. Handling Vehicle Problems
6. Making Emergency Phone Calls
7. Using Our Hand-held Radios
8. Food preparation Guidelines
9. Style and Content of Trips
10. Appendices (Examples of Forms)

We expect to have our own staff manual completed this year, and to have roughed out all the sections of the expanded school-wide manual also.

In House Training Programs

Difficult as developing good new policies might be, there remains the challenging task of translating it into consistent action. Offering in-house training workshops is one effective method to communicate with our colleagues. In response to an immediate need, we chose to develop the first of these sessions around "How to Handle the First Phone Call in an Emergency Situation." We offered this three-hour workshop to administrators, secretaries, and anyone else likely to be on the home end of an emergency call from the field, using a speaker phone to present various awkward scenarios. Participants struggled through complicated calls, and then discussed how they could have improved their responses.

The workshop was a hit and immediately improved the quality of communications between pay telephones in the middle of the boondocks and those staffing the front desk at school. We will offer this workshop again this year, and anticipate developing additional ones around such themes as "How to Deal With the Media in a Crisis" (with the help of a local TV newscaster).

In Summary

Our quest for tighter and better articulated standards of practice within our department has offered us a wonderful growth opportunity. For example, none of us has come through this dynamic process without reviewing many of our own judgement calls in backcountry situations. And our effort to clarify the guidelines we wish to impose on those who lead outdoor trips for Albuquerque Academy has often led us into rousing discussions of educational philosophy. Above all, however, there is no question that the program is stronger, and safer than ever, and that our students much better served.

Biographical Sketch

Steve Chapman has spent most of his professional life teaching biology and human relations and directing outdoor programs at independent college-prep schools. He currently heads the Department of Experiential Education at Albuquerque Academy, in New Mexico

SAFE ROPEWORK FOR OUTDOOR PROGRAMS
(several short articles)

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ROPE RESCUE CONSIDERATIONS

Rescue Systems Testing (with particular consideration of the belay)

The British Columbia Council of Technical Rescue's first tests were done in conjunction with the Provincial Emergency Program's Third Annual Technical Rescue Seminar held in March of 1982. As more testing took place each succeeding year we had to hold the testing as a separate session outside of the annual week-long seminar. These tests were expanded further during test sessions that took place in Denver, Colorado (fall'87) and Sedona, Arizona (spring'89).

The BCCTR has the following minimum standard: with a 200 kg mass (two persons + equipment) tied to 3 metres of rope the belay system must be able to withstand a 1 metre drop of the load and stop it in less than 1 metre of additional travel and with less than15 kilonewtons of force.

It is of great concern that a number of systems in present use cannot manage this bare minimum! To date the only belay system tested successfully in accordance with the above standard is the Tandem Prusik Belay. Like any other belay technique it requires competent training and continued practice for safe operation, but it is also relatively easy to learn and does not rely on the strength of the belayer.

The Tandem Prusiks are of unequal lengths and are clipped into the same carabiner, generally with an LR Hitch between the prusiks and the anchor. The prusiks are pushed together for ease of handling during most operations. During raises the Prusik Minding Pulley makes their use particularly easy. Two prusiks are needed where shock loading is a possibility, such as the belay line, and are also desirable in high load situations such as highlines. They do not share the work equally, though, and the primary purpose for having two is not to increase the tension at which slippage occurs to twice what it was with one prusik (for that does not hold true) but rather to have twice as much mass of nylon that must be melted before failure occurs. A single 8 mm 3-wrap prusik of nylon kernmantle low-stretch cord is suitable for ratchets and connecting the pulley system to the main line.

On rigid towers, tandem 8 mm 3-wrap nylon kernmantle prusiks gripping an 11.1 mm low-stretch belay line consistently held a 175 cm fall in Denver and a 200 cm fall in Sedona (250 cm if only tests of nylon prusiks on a nylon belay line are considered). In Denver a Gibbs ascender totally cut off the rope and the test block crashed to the ground on a 75 cm fall. At 50 cm the Gibbs often does serious damage, if not cutting the rope, then tearing the sheath and bunching it up the rope or forcing the rope beside the cam. Even on a 25 cm drop the Gibbs often starts to display this condition where the rope is forced around the side of the cam and between the cam and the side plate of the U shell. Since the Gibbs was considered - until the recent introduction of the Rescucender - to be the most gentle ascender, one was not surprised to see that other ascenders damaged the rope on similar drops. To date, no ascender tested has met the BCCTR 1 metre minimum.

Most manufacturers include (or should) a notice in their material that their ascenders are designed for a single person ascending a line. New slow pull tests applying constant tension have shown that many of them will totally cut off a 11.1 mm nylon kernmantle rope without warning at 1/3 of the its rated strength or less. Many safety minded rescue groups will not use ascenders in haul systems or as ratchets.

Failures during tests in the mid 1980's showed that belay devices such as slot type belay plates and descenders allowed transmission of forces to the belayer that could result in injury. Not desiring to hurt anyone, these tests were discontinued. More recent tests have shown that a rescue load cannot be held even statically (no fall involved) by many slot type belay plates. Manufacturers of these devices should be encouraged to document the units efficiency (output/input) with representative ropes so the purchaser can see if it is below the .05 efficiency level the BCCTR recommends as a ceiling for belay devices to be used with rescue loads.

When tested in Denver with an LR Hitch between the tandem 8 mm prusiks and the anchor, the combination once held a 300 cm fall (fall factor of 1). In Sedona this same combination held a 300 cm fall with some materials but not with others. Without an LR Hitch wet prusiks managed a 275 cm fall and wide spaced prusiks 300 cm. One may feel that a larger diameter prusik may be desirable since melting does occur within the prusiks when such severe falls are arrested, however this has not been confirmed. It appears (all else equal) that larger diameter prusiks do not grip quite as well and slip further, which generates more heat. There may be a case for using 9 mm prusiks (if suitable material can be found) on 12.7 mm belay lines but further testing is necessary. One must keep in mind that less stretch in a larger diameter rope will mean that more of the energy of the fall must be absorbed at the belay rather than in the rope itself.

I will caution you that texture, stiffness, sheath thickness, etc. of the prusik material can have some effect on its performance. Our suppliers for 8 mm nylon kernmantle accessory cord are the European manufacturers such as Edelrid, Mammut, etc. and this is our present standard. Our tests indicate that other materials such as Wellington-Puritan polyester Prusik Rope has a tendency to grip too well and often fails instead of sliding. Erratic results suggest that one should also stay away from ropes coated with Rhino-Kote TM if you intend to use prusiks for belaying. All our information indicates that prusiks of suitable materials perform better as a belay than mechanical rope clamps even when wet or muddy.

Prusiks tighten in to the diameter of the rope (within reason) and grip it all around its surface. When slippage occurs they generate an operating temperature that is suitable to the materials and energy absorption needs we are dealing with. The water seems to be driven off by the heat. This added energy outlet, for wet prusiks, may actually make the prusik stand up better. The behavior of prusiks on "icy" ropes has yet to be determined. Test results are not available either confirming that falling rescue loads can be successfully arrested by the use of mechanical rope clamps, descenders or slot type belay plates used on icy ropes.

While it is true that different materials give different results, this must not be blown out of proportion. Assuming that the material is not too stiff to work well as a haul or ratchet prusik, is sufficiently large (8 mm), and two 3-wrap prusiks are used in tandem, then it can be said that you have a better chance of catching a severe fall with prusiks (regardless of whether they are nylon, perlon, polyester, braid on braid, plaited, kernmantle, or 3 strand twisted) than with mechanical rope clamps or slot type belay plates. And when using nylon kernmantle low-stretch prusiks on a nylon kernmantle low-stretch belay line the improvement is significant.

Note: (This sheet is a brief summary and does not give the details necessary to operate a Tandem Prusik Belay safely.)

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BELAY DEFINITIONS

from BCCTR notes

Belay - to provide protection against a fall by handling an unloaded rope (belay line) in such a manner that it may be taken in or let out as another person(s) climbs, rappels or ascends a fixed rope or is raised, lowered or transported, yet be secure to hold this load in case of failure of the main support.

SelfBelay - to provide protection against a fall by the person(s) needing the protection moving their adjustable connection point along a fixed rope. This fixed rope remains without tension until the fall, as the person climbs, rappels, or ascends on a different fixed rope, or is raised, lowered or transported by a separate rope.

Conditional Belay - to provide protection against a fall by using a rope that is already under tension from part or all of the load, to hold the load should failure occur in some other part of the system.

Discussion - As an example, if a rappeler receives arm injuries from rock fall, a "bottom belay" may be applied by another person pulling down on the rope below the rappeler. Assuming that the person at the bottom has not been hit by the rock fall, the belay is still conditional on the integrity of the system above the rappeler, for falls caused by system failures above the rappeler will not be arrested by such a belay method.

Two-tensioned-rope lowering systems using a conditional belay must be planned so that in the case of one rope failing the remaining rope will be able to sustain the impact force resulting from the first rope's failure.

Conditional Self Belay - to provide protection against a fall by the use of a conditional belay that is managed by the person(s) needing the protection.

Discussion - An example is a rappeler using a mechanical rope clamp, hitch of cord or auto-stop descender on the rope that is also supporting him. This is a conditional self-belay since, if the anchors pull out, the anchor webbing gets cut, or the rope becomes severed above the rappeler, the belay will be of no service to him.

The BELAY is > which is:	a totally separate unloaded rope	a rope already under tension from part or all of the load
managed by others	BELAY	CONDITIONAL BELAY
managed by the person(s) in need	SELF BELAY	CONDITIONAL SELF BELAY

Auto Belay ("Deadman" belay) - a self-activating belay that does not require a positive action to engage it. The term auto can be applied to any of the 4 types of belay listed above when it is appropriate.

Pseudo Belay - a belay that will not work, that is pretend, counterfeit or false. The term pseudo can be applied to any of the 4 types of belay listed above when it is appropriate.

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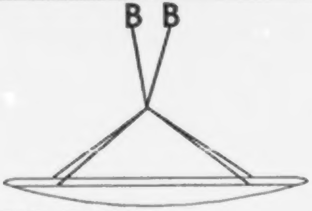
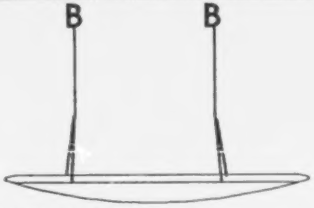
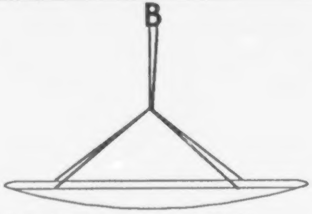
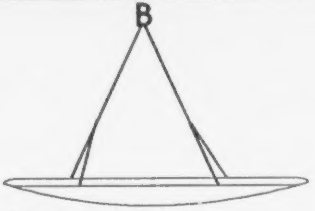
How about a Lowering Operation with Two Tensioned supporting elements?

An examination of the literature shows that there is some confusion about the naming of these systems. The following appears to conflict the least with recently published material and supplies the necessary distinction if close attention is paid to the correct application of the terms. In all four cases it would be possible, with various levels of complexity, to add a third rope for a belay in its traditional sense. This is seldom seen in practice. In most cases the operators of these systems intend either rope to act as the backup in case of the failure of the other. This is termed a conditional belay. Close attention must be paid to the mechanism that can make this type of belay successful or one will instead have a pseudo conditional belay.

	1 POINT ATTACHMENT (most often with 1 attendant)	**2 POINT ATTACHMENT** (most often with 2 attendants)
TWO BRAKES ON TOP	 TWO ROPE	 DUAL ROPE
ONE BRAKE ON TOP	 DOUBLED ROPE	 DOUBLE ROPE

It would appear that there could be a parallel chart with four types of two tensioned rope lowering systems with traveling brake(s) on the stretcher rather than at the top of the cliff. In practice only one of them is regularly seen and it would be properly termed the traveling brakes dual rope system. Again, a third rope could be added for a belay; however, this would negate many of the advantages claimed for this system. If only the two lowering ropes are used to back each other up we have a conditional self belay. The significance of the added features that must be present to prevent this from becoming a pseudo conditional self belay cannot be overemphasized. Considering the difficulties in attaining security in this system, even when auto belay devices are used, one should be cautious when evaluating it and not let its other advantages overbalance this and the other disadvantages it has.

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THE KOOTENAY HIGHLINE SYSTEM

(Safe Ropework for Outdoor Programs)

The highline, a system whereby a person is suspended over a river or canyon on a rope stretched tight between the opposite banks, is often suggested as a rescue method. Most people do not appreciate the high level of force that is exerted on the rope in this usage. Safety factors are often excessively low in highlines taught amongst whitewater paddlers. It is my contention that highlines cannot be safely erected from the materials a paddler normally carries, namely light polypropylene throw bag ropes, a few carabiners, and small diameter prusiks.

It is my belief that highlines should be left to the organized rescue groups that have access to adequate equipment and in depth knowledge and training. Rings capable of sustaining multidirectional forces, 11 mm nylon kernmantle ropes of 30 kilonewton (6750 lbf +) breaking strength, and 8 mm nylon kernmantle prusiks would appear to be a minimum requirement for safety and Prusik Minding Pulleys and Kootenay Carriages greatly improve efficiency. Acceptable knowledge and training, however, are not as easily obtained, since many organized rescue groups do not have training officers with a sufficient background in physics.

In British Columbia, week long technical rescue seminars have been held annually since 1980 in an attempt to improve the capabilities of the rescue community. To deal with the need for river rescue in B.C., beginning in 1984 rope rescue highline systems were refined and the resulting Kootenay Highline System has become a truly professional rescue tool. It has a number of valuable variations, has been taken to extreme lengths (exceeding 600 metres), and has been operated under conditions when helicopters cannot fly.

A rescuer wishing to perform highline rescues in the safest possible fashion should have a thorough understanding of all of the Kootenay Hiqhline System principles, only the most important of which are listed below:

1.) Utilizing the full strength of the highline's track rope by having no knots or sharp bends in it and anchoring its fixed end with a high strength tie-off (such as a tree wrap)

2.) Attaching the tensioning pulley system to the track rope with a gently acting slipping clutch to prevent overloading (tandem 8 mm 3 wrap prusik hitches preferred / mechanical rope clamps unacceptable)

3.) Attaching the load by hanging it from a device capable of sustaining multiple direction forces (such as the Kootenay Carriage, a solid pear ring, quick link or equivalent)

4.) Preparing the tagline to handle shock loading in case of track rope failure by the use of prusik bypasses at end knots and managing the taglines through tandem 8 mm 3 wrap prusik hitches (as per prusik belaying) attached to suitable end point anchorage.

It should be pointed out that all Kootenay Highline Systems are intended to be operated with a safety factor of 10:1 on the main track rope and, if lack of clearance requires minimal deflection (sag), the main track rope may be doubled or quadrupled. In addition, the comprehensive Kootenay Highline System makes use of the taglines as a backup in case of track rope failure by using prusik hitches to approach the full strength of the rope at tie-off points and incorporating tandem 8 mm 3 wrap prusik hitches to belay both taglines as they are let out or taken in.

The term highline, which should be kept distinct from the more primitive Tyrolean, refers to actually supporting persons in the air. When the same rope setup is used in B.C. to control a boat and allow it to be lowered downstream with the current, we call it a tethered boat (raft etc). Other names have been attached to this technique and, though technically incorrect, telfer lower is perhaps the more common.

The tethered raft can also create considerable tension in the track rope. We have heard of several incidents where overloaded systems have been ripped out. Whether this was the result of poorly chosen anchors, equipment of inadequate strength, or other mismanagement is not known. It is my experience that in heavy water even a well organized rescue group's equipment may approach its limit and the paddler's "at hand" gear can prove inadequate. I am concerned that the tethered boat techniques commonly taught in outdoor centers could prove disastrous during the harsh conditions of a real rescue in heavy water, where a water fall or other hazard could be just around the bend.

To date, all extreme highlines (those in excess of 100 metres) using the Kootenay Highline System have been engineered. Because of the weight of the rope itself, highlines in excess of 100 metres cannot be represented with sufficient accuracy using only force vectors. This paper makes no attempt to explain the calculations necessary to safely establish an extreme highline. Rescuers should be cautioned that, whereas a knowledgeable rescuer with several dozen normal highlines as background may be able to effect a normal highline in a previously unknown rescue location, this same level of experience is not necessarily sufficient for operation of extreme highlines. The difficulty of visually obtaining and mentally analyzing the distances, angles, forces, clearance, etc. for an extreme highline cannot be appreciated until experienced.

The above should not be construed as a complete manual for highline operation. It does not include:

1.) A complete presentation of the Kootenay Highline System.
2.) The methods of calculation for forces, deflection, trajectory, safety margins.
3.) Additional safety measures & means of getting out of problems.
4.) Considerable outdoor practical experience with a knowledgeable instructor.

I am interested in your observations, concerns and alternate solutions. Those desiring further information can contact me. Let me know if you have questions, concerns or corrections.

Arnor Larson, Box 399, Invermere, B.C. Canada VOA lKO (all works are copyrighted 1990)

Schools and Colleges Track

OLD PARADIGMS, NEW PARADIGMS: UNDERSTANDING CHANGE IN EDUCATION

JoAnna Allen (teacher)

John Hutchinson (principal)

Bill Proudman (adventure educator)

Pam Shelly (principal)

Objectives:

1. To acquaint or reacquaint participants with Thomas Kuhn's theories on paradigms through the video "Discovering the Future: the Business of Paradigms," produced by Joel Barker.
2. To help bridge the gap between the mainstream and those who operate on the fringe through the presentation of an overarching definition of experiential education .
3. To show how the various components of experiential education overlap, especially in the mainstream.
4. To recognize that there is a growing call for experiential education in the mainstream, but there are also cautions and lessons from Foxfire and elsewhere .
5. To hear the viewpoints of four educators concerned about educational change and the role of experiential education in helping to bring about that change.

Thomas Kuhn's work in The Structure of Scientific Revolutions (1970) as presented in the video Discovering the Future lays essential groundwork in understanding how educational reform is to take place. As long as we educators in the mainstream believe in and follow certain "old" paradigms and beliefs, using an old pattern, so to speak, the results are going to be "traditional education." Some of these old paradigms are that learning is a product, conformity is essential, content and the "right" information are prime goals, logical and linear thinking are the main processes, norms take precedence over criteria, teacher imparts knowledge, and education is for training for societal roles (Ferguson, 1980).

The new paradigms that educational reform requires are exactly those promulgated by experiential educators. In fact, an examination of the new paradigms for education listed by Ferguson alongside the respective old paradigms, provides a very handy definition of what experiential education consists of. They will not be described here but are easily recognized by those working in the field.

As important as defining experiential education is the question of "who is the experiential educator?" Change is based on shifting the attitudes and patterns of thinking in those who lead or influence. In education they are the administrators and teachers. In the business world it would be the company directors and managers. As long as the old thinking is in place, one can expect old results. In mainstream education, these results are proving not only unsatisfactory, but deleterious to the development of too many of our population.

Yet, transformation is possible for all those "old" thinkers that we may have given up on, just as there have been changes for managers in the business world (Walton, 1986). This paradigm shift may come through a leap in the learning curve precipitated by a transforming event such as an Outward Bound course or just a tremendous group bonding project that took place in the classroom. It helps if there is processing following the experience, something that is needed to take many activities in the classroom beyond the "just doing" stage into the genuine learning realm. This is the role of the experiential educator.

The current stage of transformation in which we find the mainstream is similar to the stage of development in which AEE finds itself. Whereas, it was said in Moodus, CN, in 1986, that AEE is past the infancy stage and well into adolescence, experiential education in formal schooling has been born first in private and alternative schools, and then in the mainstream through cooperative learning. The imperative giving shape to the rise of experiential education is the simple recognition that we need it, especially in these more demanding, information-packed times of fast-moving, alienating society.

The time is therefore ripe for organizations such as AEE and educators who are experiential educators at heart, even if not in action, to join the movement and build up a growing network that connects the fringe and mainstream elements. NSIEE (National Society for Internships and Experiential Education) is also making the effort but tends to be focused much more in higher education and internships. Because more AEE members work with the adolescent age group, more impetus for any movement toward experiential learning in the mainstream needs to come from AEE.

The components of the field of experiential education which this paper recognizes can be divided into outdoor and indoor elements, which in turn include three and four separate areas respectively. Within the outdoor division are adventure education, outdoor education, and environmental education. Within the indoor division are included internships and apprenticeships, community-based education, service learning, and cooperative learning. There is overlap of all these areas but there are also distinguishing features, so that if a person specializes in one area, (s)he may or may not recognize the connections to another, except through the overarching commonalities that arise through a broad definition of experiential education.

Within AEE there have been calls for movement into the mainstream. If we believe in the validity of experiential education and have proof of the results, then we are almost duty-bound to share it to the benefit of a larger population. The question is how do we do it?, especially when all we have had for years is talk and seemingly little impact.

The fact is that there are models and prototypes springing up all over, especially as AEE grows, and there has been influence and incremental change. One has to be within the mainstream to detect it, at least in some school systems. The increased call for community service and the writings of many reform writers are beginning to nudge the old paradigms. It is critical mass that is needed before a major shift takes place. In many systems, the old thinkers have to be phased out or retired before critical mass can be~ reached, and even so, new people keep coming in with old paradigms in ~. After all, we generally teach as we were taught. Although we wish for large momentous shifts as we look in from the fringes, yet we need to realize that change is more evolutionary than revolutionary. According to Glasser, the more things change, the more they have stayed the same (Glasser, 1990).

The cautionary note for those who want to reform education and get away from the more damaging paradigms, is that the most important change has to be in the thinking of people, and that there are some very fine things that can happen (and have) under the auspices of traditional educating. We need to be careful that the "information rich, experience poor" label now placed on mainstream education does not become "experience rich, theory poor" as the progressive movement became. Glasser is very helpful in proposing a three stage program which allows for creativity in the primary grades, firm mastery of information and skills in the middles grades, and once again, exploration and branching out from a strong foundation in high school years. Howard Gardner sees lessons from China that ameliorate his previous outlook on Deweyan experiential learning and progressive education (Gardner, 1989).

One of the best resources for experiential educators to help us see how experience and traditional methods need to be blended to best serve our students and society's demands is Foxfire Reconsidered by Puckett. One needs to see the latest evolutionary change in Foxfire's program and Wigginton's viewpoint as a public school classroom educator to appreciate how our eagerness to swing the pendulum,to experience can do a disservice to students as much as traditional stifling teaching ~8 done in the past.

To reiterate the point that it is the thinking of the educator, the paradigms that (s)he lives by that are crucial, one also needs to read Foxfire Grows Up (1989). The lesson here is that methods and strategies can be shared and even transplanted, but if the philosophy that gave birth to the new methodology is not also adopted or present in the new disciple, the end results are likely to be very different from that intended, if not close to a failure as far as spreading of a great endeavor.

In an analysis of what type of experiential education is now taking place in the public schools, this writer came to the startling conclusion that the common ground between the fringe elements and mainstream elements is community service. As Jim Kielsmeier has put it, "community service is the Trojan horse of education reform." Only a small percentage of the population considers itself geared and eager to be involved in outdoor experiential education. So many more can be included through the indoor components, and this needs to be recognized by AEE.

To understand how AEE can help the mainstream, the first step is to hear from the mainstream, to respect and understand its culture (Sarason, 1971), to recognize the old versus new paradigms, and to look< for the common ground. According to Barker, the innovations will come from those on the fringes of the mainstream. Anyone standing totally out of it will have a hard time being heard, and also may not know what is best for the organization. It is also okay that we operate under old paradigms in the sense that we must have some sort of paradigms under which to operate. It is the inability to shift when necessary that makes us obsolete. AEE needs to reach and support those in the mainstream who can bridge, who could use the resources AEE has to offer, and who can keep AEE informed as to how they can best help. This two way communication is essential or else one ends up with "those who think< they have, telling the have nots to get with it." This type of elitism has to be avoided or no progress can be made. Moreover, it may even serve to alienate the mainstream and cause it to throw the baby out with the bath.

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YOUTH LEADERSHIP DEVELOPMENT - MAKING THE CONNECTIONS

Ann Harrison
Katee Tully

Background

Each summer, approximately two hundred youth from fifty-one rural counties of Eastern North Carolina attend the Legislators' School for Youth Leadership Development held on the campus of East Carolina University in Greenville, North Carolina. Nominated by their local schools as "students that demonstrate leadership potential", such students are randomly selected to attend one of the two week leadership development sessions. The program is funded by the North Carolina General Assembly and is under the direction of the Rural Education Institute of the School of Education, East Carolina University.

Since the program is targeted to develop youth leadership in rural areas, students from such areas have a greater chance (3:1) of being selected. The composition of the student body typically reflects the racial composition of the fifty one counties.

Description of the Program

During each two week session, students attend classes and participation in various activities designed to enhance leadership development. All activities fit within an experientially-based framework that focuses on the theme, Challenge and Change. Each week, students focus on a different aspect of change.

"Our Changing Self," is the theme for the first week. Students meet daily in "home base teams" and through small group cooperative learning activities explore such topics as "Understanding My Leadership Potential", "Feeling Good About Me", "Tapping My Inner Resources", and "Becoming A Problem Solver." The teaching faculty and the primary group counselors work closely together during this time to ensure continuity between the classes and the residential experiences. Students also rotate between four different seminars: Communication, Community Service, Conflict Resolution, and Information Connection. The seminars provide opportunities to learn about and practice such leadership skills as effective communication, problem-solving, decision-making, negotiation and mediation. Students also become aware of how technology can be used to handle the information explosion and gain knowledge of the opportunities for community service that might exist in their own communities. One of the highlights of this week is Challenge Days.

Challenge Days were established to provide students with an out-of-doors experiential learning opportunity. A remote setting allows students to escape the distractions of the classroom and dormitory and, to engage in a hands-on approach for a profound personal growth experience. As the students learn how to work more effectively with others, they also gain tremendous insight into themselves.

The purpose of these days is to provide each student with new resources for problem-solving, techniques for negotiating and meditating in group situations, and practical tools for empowerment in both the wilderness and the classroom. Counselors and faculty team together to facilitate their respective primary group (approximately 12 students) for the two day adventure. Camping at the location introduces students to a novel and demanding adventure. This serves as a powerful catalyst for growth and learning, and the process brings adventure and zest to the student.

Initiative games, team building activities, and a solo exercise involve students in personal risk, vulnerability, trust and group maintenance. Students have an opportunity to facilitate and to receive feedback on their performance. Challenge Days offer the student a chance to connect with the natural world and to be nourished by the joy and energy of this connection with nature.

As a culminating activity, primary group representatives plan and initiate a Sunrise Celebration (Sunday) for all students and staff at the site. This offers the opportunity for each student to recognize their own identification with subgroups in the larger culture and to process issues of diversity of expression, prejudicial attitudes, and other forms of intergroup conflict. Similarities and differences can be explored in a safe and supportive manner. Students depart from this day with a greater understanding and appreciation for the maintenance

and cohesion of a trusting community of people.

The theme for the second week is "Our Changing World." During this week, students become aware of some of the global, state, and local issues facing this country that impact upon their lives. Students select one of four current issues for in-depth investigation. By using creative problem solving and cooperative group investigation strategies, they research their topics and plan a formal presentation of their findings. Activities during this week provide a culminating experience which allows students to apply many of the skills learned during the previous week. They tour local industries and spend one afternoon discussing various decision making models used by business executives. Group reports are presented to a panel of local decision makers through a simulated "Town Meeting." An important component of this last week is the development of individual action plans by each student. Through this process students learn to set goals and develop implementation strategies to be used once they return to their communities. Action plans may be based on personal goals or may address a school or community concern about which the students have an interest.

A special seminar day held in the fall provides the opportunity for students to return to East Carolina University and share the progress on their individual plans here.

Making the Connections

Before our workshop presentation begins, it is first necessary to set the stage with the contextual factors surrounding the Legislators' School for Youth Leadership Development. It is, after all, the unique "layering" of activities and experiences which undergird the value and success of such a program. The connection and bridging of one activity into another creates a dynamic partnership not only between the student and the program, but also between the student and staff - student and community - and the student with the world. This partnership forms the basis for a myriad of opportunities as each student creates a personal mandala from this summer experience. We hope that well-conceived classroom and field experiences provide one or more of the following:

Opportunities for students to experience the shared responsibilities of group action, and to learn the skills required to make a group function effectively.

Opportunities for students to test their judgment under pressure, in the face of opposition, and in the fluid, swiftly changing circumstances characteristic of action.
tunities for students to test and sharpen their intuitive gifts and to judge their impact on others.

Exposure to new constituencies.

Exposure to the untidy world, where decisions must be made on inadequate information and the soundest argument does not always win, where problems rarely get fully solved or, once solved, surface anew in another form.

The Legislators' School for Youth Leadership Development provides junior high students and senior high students with a rewarding and demanding two-week program combining class work and field experience. The best life experiences are linked to some form of instruction or process, so that the young person dropped into a strange milieu is helped to comprehend it. Experience - thought to be the best teacher - is sometimes a confusing teacher. Robert Benchley said that having a dog teaches a boy fidelity, perseverance, and to turn around three times before lying down. Thus, the relevance of any instruction must be grounded in processes which the student may examine and explore through current situations and mediums. This is the most potent aspect of the Legislators' School.

So let us introduce you to a process which is utilized throughout our program, that of Creative Problem Solving. The students are initially introduced to this concept in the middle of their first week. They have the opportunity to practice and implement Creative Problem Solving on several occasions throughout the remainder of the program; first as a fantasy adventure in Luna Colonization, secondly on the out-of-doors Challenge Days, and finally as a part of solving a relevant issue in North Carolina. The students are able to see the connections and the final result is one of deliberate social action and acknowledgment of personal responsibility and ownership in creating solutions in an untidy world.

Creative Problem Solving

A culminating activity for home base teams is the "Back to the Future Day" in which students apply the Creative Problem Solving steps to the solution of specific problems of the future. This provides students with an opportunity to utilize this process in order to design a futuristic space colony.

Creative Problem Solving at a Glance:
(adapted from Noller, Parnes, and Biondi ,1976)

Step I. Sensing Problems and Challenges
  You feel that something could be improved.
  You are alert to perplexities that exist.
  You are determined to work things out.
  You are willing to apply your creative power.
Step II. Fact-Finding
  You are willing to dig in and get the facts.
  You get information as an aid to understanding.
  You get at the cause of the situation.
  You ask questions to find out for sure.
Step III. Problem-Finding
  You look at the puzzle and see the parts.
  You see sub-problems that make up the "mess."
  You select a bite-sized problem for attack.
  Your problem statement begins with "In what ways might I".
Step IV. Idea-Finding
  You use your creativity to think up ideas.
  You think of different, far-out ideas.
  You come up with a large number of ideas.
  You stretch your imagination to the fullest.
Step V. Solution-Finding
  You look over your list of ideas.
  You determine what ideas might work out.
  Using measures, you judge your ideas.
  You select the ideas that are judged best.
Step VI. Acceptance-Finding
  You figure out ways to implement your idea.
  You determine what needs to be done.
  You assess the difficulties that may arise.
  You prepare a plan and start the action.

SPACE COLONIZATION (the challenge)

It is two years since Luna, the moon colony, was established in 2018, and the colony is now in full operation. It serves as a headquarters for mining and refining operations conducted on the moon and nearby asteroids. It also houses three factories that produce alloys (substances made by combining two or more metals) from the minerals found on the moon and asteroids. And finally, the colony acts as a spaceport and launching pad for space vehicles going on further into space for exploration and development purposes.

Unlike the orbiting space stations which are very limited in their size, Luna is relatively spacious. The 983 inhabitants of Luna live in apartment-like dwellings. The apartment sizes vary from 150 to 250 square feet, small by earth standards, but large enough to allow privacy and some sense of individualism for the residents.

Most of the adult residents are scientists; almost all are married, and some of the couples have children. In fact, 87 of the residents of Luna are children under the age of ten, many of whom were born on Luna.

Several factors make life on Luna very different than life on earth. Each "day" is two weeks long, as is each "night," and there are no seasons on Luna. The lack of oxygen means that anyone going outside of the buildings which are provided with oxygen, must wear a special suit that provides oxygen.

Luna was a joint project of the United States and the Soviet Union that grew out of the peace talks in the early 1990s. In an effort to form a mutual alliance and to avoid conflict over the ownership of the moon, the two countries pooled resources (money and minds) to create Luna. Other nations were invited to be involved in the multi-billion dollar project, and several accepted the invitation. Scientists from West Germany, East Germany, Poland, France, Sweden, South Africa, Israel, Egypt, Canada, Brazil, China, Japan, and Australia added their talents to the project.

The first people to reside on Luna were scientists from the participating countries. Now, two years later, the population is still an international blend. However, old feelings of nationalism are disappearing as the residents begin to adopt feelings of patriotism towards their new home. They are beginning to think of themselves as Lunacians. (Source: Future Problem Solving. Anne B. Crabbe).

Some potential issues or challenges for the space colonization may exist in areas such as housing, transportation, communication, education, protection and conservation, technology, recreation, government, health care, and leisure.

As a group(s), we will now examine one or more of these issues through the use of the Creative Problem Solving process.

CLOSURE

As can be noted from this activity and the larger context in which it occurs, Creative Problem Solving can be a powerful vehicle in the creation of new partnerships; turning today's opportunities into tomorrow's realities.

GADUGI*
Service-Learning in Native Communities
The National Indian Youth Leadership Model

McClellan Hall, Cherokee
Director

* Traditional Cherokee concept of service within a family, clan or community, based on a common bond of tribal identity. Gadugi is one of many cultural approaches to service that educators can use to communicate the concept and to help students understand and appreciate their own cultural heritage.

Service to others is a traditional value common to Native peoples of North America, and can represent an affirmation of sovereignty and self-determination in our efforts to rebuild Native communities through our young people. The opportunity for our youth to help themselves and help others in our communities can also be a significant step toward breaking the cycle of dependency that so many Native people find themselves in today. Service-learning can provide a vehicle for schools to offer 'real life' experiences that complement academic content and make learning meaningful for students of many different cultural backgrounds. Service has been a key ingredient in the evolution of the National Indian Youth Leadership Project as a model program in Indian communities over the past ten years.

The core group who would later form the nucleus of the NIYLP came together in 1981 in Northeastern Oklahoma, where drop out rates for Cherokee students reached 70%. We were not at all sure that contemporary Cherokee youth would recognize and accept the values of servant-leadership, nor were we sure how to adapt and practice the traditional values in modern society. We were confident that it could be done, however, and that the spiritual leadership of the Cherokee Nation would encourage our efforts.

As director of Cherokee Nation's alternative High School, I spent many hours in conversation with Cherokee Spiritual leaders, primarily Crosslin Smith, hereditary Chief of the Keetoowah Cherokees (an extremely traditional faction of the tribe, whose members practice the ancient religion). In response to my concerns about contemporary Cherokee youth, Crosslin replied that long ago the spiritual leaders had fasted and gone through prayer rituals to see into the future and had already seen this situation coming. From this discussion I learned that it should be viewed as a challenge, and the NIYLP philosophy began to take form.

Our first encounter with the experiential education movement was with Wilma Mankiller, now Principal Chief of the Cherokee Nation of Oklahoma. The most dramatic example took place in the tiny community of Bell, where local Cherokees designed and carried out a project that became a catalyst for bringing a community together. As is customary among Cherokee people, a consenus building process was done with the community (usually in the Cherokee language) to find out exactly what the people felt were priorities. As it became evident that what people really wanted was running water, the skills and resources of the Bell residents proved to be impressive. Wilma and her husband were told repeatedly that the project wouldn't work, but when the families were asked to put in their required hours of service, they did their share and more. Through building a water system, a community came to life based on the GADUGI concept.

Since 1985, the (National) Indian Youth Leadership Camp has been conducted in New Mexico, with numerous other tribes participating over the years. As a project of the National Youth Leadership Council, we also conducted camps based on our model in Native communities from Alaska to Maine and provided nationwide training. As more tribes became involved and the reputation of the project grew, the National Indian Youth Leadership Project was incorporated as a private, Indian-led non-profit organization recognized by the U.S. Office of Indian Education as a model program.

The NIYLP was developed around key values common to Native people in North America. We feel that these values can be practiced today, in spite of tremendous changes that have taken place in our tribes and communities. These critical principles are:

- Family: Special attention and concerted effort are needed to restore the strength of the family within Native American culture.

- Service to Others: Cultivating the spirit of service provides young people with an opportunity to transcend self-centeredness, to develop genuine concern for others, and to put into action positive attitudes and skills.

- Spiritual Awareness: A return to spiritual values, be they Christian or traditional, will provide young people with a constant source of inner strength, self-knowledge, perspective and love for others.

- Challenge: There is value in involving youth in risk-taking activities, where they are called upon to tap into and stretch their own capabilities.

- Meaningful Roles: These are essential in order to develop positive social skills and a sense of self-worth.

- Recognition: The turning points of youth are often referred to as "rites of passage" and need to be acknowledged and celebrated.

- Responsibility: A strong sense of personal responsibility is a vital element in the development of capable young people.

- Natural and Logical Consequences: Nature is often the best teacher, and young people must not be over-protected from reality.

- Respect: Respect fosters a sense of relationship and unity with the universe.

- Dialogue: Talking about what happened, analyzing why it is important, and determining how we can learn from the experience helps young people internalize their experience and use what they learn in other situations.

Alienation or social isolation have been identified as factors in the cycle of drug/alcohol abuse and school failure impacting Native youth. Service opportunities provide a legitimate way to reintegrate those students who may feel alienated.

I once took a group of students to visit an elderly woman, Anna, who lived alone. When we arrived, we decided to first split and stack firewood for her. After some time had passed I realized three girls had wandered off. When I went in the house with a load of firewood I found the missing students engaged in lively conversation with Anna. These young women were known for fighting, stealing, and had very negative reputations in their community. Yet in this context, they intuitively knew they could provide a much more valuable service than splitting firewood. When we were ready to leave, Anna insisted that we take $5 to help pay for gas and slipped the bill in my pocket, despite my protests. As we began to move toward the door, the young woman with unquestionably the worst reputation in the group walked over to me, discreetly pulled the $5 bill from my pocket, and quickly slipped it under the sugar bowl as we went out the door. When we got back to the school I gave her a hug and let her know how impressed I was with what I had seen. I think that was a turning point for her and certainly restored my confidence in a group of young people most community members had given up on.

At the request of school administrators, parents and youth, the NIYLP has evolved into a year-round program, with the camp serving as the "ignition" experience. While at camp, students learn valuable skills and plan projects that will be implemented back in their home communities during the school year. Examples of programs that students take part in are: "Pathfinders" for incoming 6th graders, "Leadership for

Service" for 7 - 8th graders and "Community Response Corps" for high school students. Training for parents and inservice for teachers are also provided by NIYLP. Currently, we have projects in the school systems in Ramah (Navajo), Zuni, Acoma and Santa Clara Pueblos in New Mexico, and a new project in the Upper Peninsula of Michigan.

The NIYLP has pioneered the spread of service-learning into Native communities. We are confident that our traditional values and key concepts, when combined with the best efforts of the educational reform movement, can provide a basis for offering our youth what they deserve – the best of both worlds.

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Typical NIYLP
Service Projects:

- Assisting the Pueblo of Picuris in rebuilding a 250 year old adobe church. In one day, we made nearly 1,000 adobe bricks, by hand, mixing straw and mud, pouring mud into molds, cleaning molds, and transporting about 3,000 dry bricks to the church site. (See photo, opposite page.)

- Painting the administrative offices of Jemez Pueblo Social Services complex, including the Governor's office. One group taught songs and games to children in a summer lunch program while the larger group painted.

- Working for the National Park Service at El Morro National Monument, including trail repair and construction, cleaning and weeding of Anasazi ruins, erosion control on trails, etc.

- In 1988 we took our entire camp group (approximately 80 people) to Canyon de Chelly, one of the most scenic locations on the Navajo reservation. Our Navajo guide told stories about the history of the Canyon, including the infamous round-up of the Navajos by Kit Carson and the U.S. Army in the 1860s. We heard about the burned houses, the trampled corn fields and the fruit trees chopped down in an attempt to drive the Navajos from the Canyon. One student suggested that we begin to replant peach trees in the Canyon, to make up for Kit Carson's destruction. We began with one peach tree and have continued the tradition since.

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DEMOCRACY AND EDUCATION: THEORY INTO PRACTICE IN A PBLIC SCHOOL CLASSROOM

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Abstract

This paper is a case study of a fifth grade, public school classroom that is far from the norm. The classroom was developed on principles of democratic, experiential learning. The study of this fifth grade was the product of a collaborative effort between the classroom teacher and us. Data for the case study came from classroom observations, teacher interviews, and focus group interviews with the students. The focus of the paper is on four aspects of the class: the teacher, the classroom and curriculum, discipline, and the students' responses to their experiences.

Note: The names of all of the individuals mentioned in this paper have been changed to protect their identity.

Too often the term experiential education evokes images of outdoor education, ropes courses, space camp or visiting cathedrals in France. It does not usually conjure up images of public schools; in fact, experiential education is often viewed as alternative education that takes place outside of the realm of public education.

The role of experience in education has been debated by such great educational philosophers as John Dewey (1938) and Robert Hutchins (1953). Dewey argued that there is an organic connection between education and experience, that experience in and of itself is not necessarily educative, that learning through experience is a characteristic of progressive education that contrasts with learning from texts and teachers, and that experience is necessary for understanding to occur. Hutchins, in contrast to Dewey, promoted a classical liberal arts education. He also put great stock in the importance of experience in learning to understand and make judgments about important issues. The typical public school classroom today is reminiscent of the description given by Dewey (1938) of the "old" and "traditional" education. He described the old scheme of education as "imposition from above; external discipline; learning from texts and teachers; acquisition of isolated skills and techniques by drill; preparation for a remote future; and static aims and materials" (p. 18 - 19). The lack of change or progress from then to now is nothing short of remarkable.

Undergirding discussions of the need for experience in education is the relationship between democratic society and education. As Dewey (1903) wrote, it will be difficult to have a society that encourages independence, freedom and initiative while maintaining schools as authoritarian institutions. It is from experience, intrinsic motivation, and the freeing of intelligence that students will learn to actively participate in democratic life. If they are passive recipients of textbook, ditto sheet and didactic education, they are accumulating odds against the chance that they will become active participants in school or society.

This paper is a case study of a fifth grade, public school classroom that is far from the norm. The classroom was developed on principles of democratic, experiential learning. The study of this fifth grade was the product of a collaborative effort between the classroom teacher and us. Data for the case study came from classroom observations, teacher interviews, and focus group interviews with the students. The focus of the paper is on four aspects of the class: the teacher, the classroom and curriculum, discipline, and the students' responses to their experiences.

This classroom demonstrates that experiential principles can be successfully applied to democratic practice. The students in the class were successful on standard measures such as the California Achievement Test. The teacher was highly regarded by the school administration, other teachers and the central office staff. For example, he was selected by the school administration to help lead a county-wide staff development program on integrating the curriculum. The following discussion illustrates how these principles work in one 5th grade classroom in a traditional public school.

The Teacher

Kelly Robinson is not typical in many senses of the word. He holds instructor's certification in martial arts and teaches classes after school. He drives a motorcycle, wears a pony tail, and has been known to break bricks with his hands. He presently works on the weekends as a bouncer. He is completing a Masters' degree in intermediate education and enjoys reading the works of Krishnamurti. Politically, he characterizes himself as an anarchist. He spent his early years in Millbrook, New York in a community characterized by the cultural and social revolution of the 1960s. Both of his parents are teachers. He moved to the Appalachian mountains of North Carolina when he was an adolescent and has been teaching middle school for six years.

Description of the Classroom and the Curriculum

This self-contained fifth grade classroom is in one section in a pod in an open-structure school. Each classroom is separated from the others around it by bookshelves and other partitions. In Mr. Robinson's class the desks are sometimes in rows, other times they are grouped for projects, and still other times they are pushed back to make more room for sitting on the floor. "Creativity, insight, intelligence" are the reminders on the bulletin board at the front of the room. There is a plethora of home-made objects around the room: a life-size mummy, flags of different countries and states, a bracelet factory, a bank and a spaceship.

Mr. Robinson uses the North Carolina Standard Course of Study as a tool of freedom and guidance. It prescribes content areas, skills and processes but does not dictate methods, materials, timing or style. He described the state requirements to the students at the beginning of the year and together they discussed ways in which they might be able to meet those requirements. Ultimately, they met the requirements through an integrated curriculum which was developed as a collaborative effort of the teacher and students. The curriculum was not lead by the textbooks, the schedule, or the standardized tests that would be given in the spring.

The classroom was organized as a "microsociety," an imitation of a larger society, in which students developed a classroom government including a constitution and elections of officers. The students constructed states with fictional histories that were patterned after the United States. The development of the states covered many areas in addition to the political and historical. For example, the students learned about the history of energy as the society progressed from wood burning to coal burning to electricity. They learned mathematics by measuring and constructing buildings out of corrugated cardboard. Businesses were included in the microsociety. Groups of students in the class created a comic book company, a bank, two bakeries, a newspaper and a television station. They printed their own currency. It became so realistic that some students made up scam businesses which the class had to stop.

During the year, the class decided on a project that incorporated experience within the larger community outside of the classroom. They built a shelter on the nature trail on school property. They had to plan carefully and through the process they learned about measurement, area, how to square the sides of the building, and perimeter. They worked as a cooperative group and organized landscaping, water, building, and clean up crews. The end product, the shelter, was a source of pride and accomplishment for all of the students.

Classroom Discipline

Since Mr. Robinson wanted the classroom to be a total learning experience, the way discipline was practiced had to be an integral part of the classroom. It could not be a separate, isolated feature of the class. This required student participation in developing classroom discipline policies and procedures. During the school year, the students voted for four different disciplinary procedures.

Assertive Discipline

The students initially selected a discipline system with which they were familiar. The one they chose was known as assertive discipline, developed by Lee Canter (1988). It is commonly used in schools in the region; in fact, it is quite popular throughout the nation.

Assertive discipline is a version of behavior modification that uses a series of increasingly severe consequences as punishments for student misbehavior. Although there are many variations, the consequences typically progress as follows: student's name is written on the board; check marks are placed next to the student's name for additional infractions; the student is sent to another teacher's room after maximum check marks reached; next the student is sent to the principal's office; and finally a phone call is made to the parents. Classes also get rewards for good behavior. For example, if a class has performed well for a week, they might have a party, see a movie, or receive candy at the end of the week.

Modified Assertive Discipline

The class used assertive discipline for a month before becoming dissatisfied with it. They felt that it did not help them accomplish their main goal of responsible behavior. They did not like putting names on the board and noticed that the same names were always there. They voted next on a slight modification of the same system which involved using color strips placed on the culprit's desk, but soon came to realize that they wanted something that was not tied to external rewards.

Military Discipline

Halfway through the year, a guest speaker from the Coast Guard visited the class and talked about military discipline. The children thought it sounded great and decided to try it next. In describing this approach, Mr. Robinson said that the children

> ... would stand at attention when I came into the room and would not sit until I told them they could be seated. They would not approach my desk unless they had permission to approach. We ate square meals. We did not sit down in the cafeteria until I told them they could sit. The other teachers commented that they were the most well-behaved class in the school.

About two weeks into the military approach, the children got tired of acting like robots. They decided that it did not allow them the freedom to think for themselves.

The Development of a Peer Review Approach

During the use of the three approaches described above, Mr. Robinson submerged his own preferences to those of the children. He did not like any of their chosen approaches, but felt that the students would learn more by deciding and developing the system themselves. The final approach, he said, seemed to evolve as a higher ethical and intellectual choice. The students and teacher discussed the reward and punishment basis of the systems that they had tried and moved toward one that did not require the teacher to be the authority figure in the classroom.

A peer review approach was their choice. It required careful and intelligent guidance by the teacher and it should not be "tried out" as a new method until and unless the teacher is comfortable in a non-authoritarian position. It is an approach based on real-life experiences and discussion of the positive actions and negative behaviors of individual children in the class.

During class meeting time, usually on Fridays, the children took turns standing in front of the class and received feedback about their behavior, attitude and contribution to the class. Students and teacher alike gave the child under review suggestions. Mr. Robinson asked the student under review probing questions to bring him or her to their own conclusions.

The following example will help to illustrate the process. One boy, Bob, was considered to be too aggressive on the ball field during recess and the other students did not like the way he yelled at others. The peer review session started with students complimenting him for showing improvement, but saying that he should stop the yelling. Some of them talked about how it made them feel when he yelled at them. Others suggested that he be more careful, pointing out how he might feel if he were in their shoes. One suggestion was that he chew gum to relieve his stress. Mr. Robinson told a story about his own brother who was very aggressive athletically and the effects his aggression had on another player. His point was that it was with positive support of players that they will improve. The students agreed that criticism only makes you play worse. When we observed the peer review sessions, we were struck by the openness and concern displayed by the students.

Young people are often assumed to lack empathy and the ability to take the perspectives of others. It is often said that they have to have an external punishment and reward system or otherwise they will not be motivated. The students in Mr. Robinson's class told us about their peer review approach and their feelings toward it. The reasoning they displayed when they talked about their class flies in the face of the conception of children as incapable of understanding and making decisions based on critical thinking and the higher good. The following representative comments from the students illustrate their attitudes and feelings about their democratic, experiential class. These comments are responses to the question, "Have you learned anything about yourself from the peer review approach?"

> SAM: We learn to discipline ourselves. It really means something. It teaches us how it is in the real society.
> GEORGE: At first when you have to get in front of the class, you're kind of nervous. Like going to the doctor. You don't really want to go, but you know you have to, and it's good for you.
> KIRRIN: In our class we get to make decisions not only for ourselves, but for the others around us.
> NATHAN: Our peer review approach taught me that choices are hard to make and you have to think about them before you blurt out your ideas.
> BETSY: We tried punishments and rewards and neither worked. After awhile no one cares about either.
> ADAM: When you're good so you can get candy or something, you're being good for the wrong motivation.
> KATIE: Most classes are dictatorships more than they are democracies.
> The students also gave us advice for prospective teachers:
> PETER: Teachers should let the students have a voice in planning what's going to happen in the classroom.
> THERESA: If teachers explained the math lesson instead of just telling you to go to your desk and do it, kids wouldn't get in so much trouble.
> NANCY: I like it when teachers listen.

Reflections on Teaching and Learning

Mr. Robinson considers his classroom an environment of possibility. He says that if he were not allowed to teach the way he does, he probably would not stay in public school teaching. He said:

> It would not make sense to me to sit in a classroom and read to children and have them answer questions out of the book. It is utter stupidity to carry that kind of teaching on. It's backward. I remember doing it and getting very little out of it.

He is motivated by having fun and making learning fun for the students. If they are learning, his work is kept to a minimum. And further he states:

> They just keep on learning and all I have to do is provoke or provide an atmosphere, an environment conducive to learning. I think it's turned out to be progressive and creative.
>
> Creativity is like happiness. It comes uninvited. We just let it happen by providing an environment in which the kids could make it happen. My job is not to try and create creativity. It is just to provide an environment in which it is possible for it to happen.

Throughout this study, we have been trying to understand what the factors are that make teachers different. The more interesting question might be the why question. Why is Kelly Robinson different; why does he allow himself to be different? As he thought about that question, he finally came to realize that he is different because he has no fear. He explained:

> I think teachers often do what they do because they fear administration, they fear ridicule from the other teachers, they have general fears of inadequacy. I have none of the above. I don't worry about what other people think. I don't worry about administration. I don't have any doubts about what I can do in the classroom. If I don't know something I have no fear of going and finding out.

Conclusions

Mr. Robinson is an individual who takes an unusual approach to teaching and learning. His story is not meant to be a prescription or formula. It is not about technique. It is, however, a story about a different conception of teaching, where teaching is an art and a mystery. Mr. Robinson and others who are unique and different and wonderful teachers can tell their stories about teaching as a contribution to the literature that seeks to redefine teaching. The teaching and learning story that he tells is one that is based on democratic ideals, on experience as an integral part of education, on the primacy of relationship, and on the classroom as a community. He sees children not as information receptacles, not as bundles of test scores, not as the enemy to be conquered. The children in his class are free to tell him what is on their minds; they are active participants in the creation of the curriculum for their class; they ask questions and talk to strangers and work with each other; they learn through experience. And they do well on the standardized tests. As Mr. Robinson stated:

> The kids look at me as a resource person who is there to help them. They don't see me as someone who is there to tell them how to live their lives and whether they are right or wrong. They know that learning is a matter of experience and discovery and that we are more or less on equal terms. They have no real fear, so they are not afraid to take risks. They are not afraid to explore. We experience a sense of adventure together.

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FEAR OF FAILURE: THE TREAT TO LEARNING

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As newborn children, we are brought into the world with an innate sense of wonder about the world around us. This sense of discovery serves as a powerful motivating force. The potent drive to learn, however, is especially vulnerable to one intra-psychic phenomenon in particular: fear of failure. Fear of failure describes an individual's intense preoccupation that an act or an attempt will fall short of some preconceived expectations due to their own personal unworthiness. By definition, learning requires the exploration of what is new and unknown. When fear destroys willingness to risk, the learning process is deformed and stunted. It is ironic that learning, the very process that nurtures the development fear, is also the process that is destroyed by fear. This article describes the fear of failure phenomena, reviews traditional strategies for diffusing fear of failure, and suggests new strategies to reduce fear of failure.

Fears originate from both real and perceived threats via various learning processes. Newborns arrive into the world with only a few, innate fears. Other fears are acquired throughout life and are obtained through learning. Direct learning of fear may involve severe, traumatic events. Similarly , vicarious learning can reinforce fear where no direct experience occurs. Watching a sibling get burned on a stove can serve as an equally powerful lesson as burning ones' self. The threat of physical or psychological harm is the common denominator in learning fear.

Several critical components are present in those who fear failure: grandiose expectations, and a history of shaming incidents. Expectations are an extremely important developmental concept in learning. They are crucial to our motivation to learn, and pull us to achieve significant accomplishments and help us to grow, provided they are within reason. When expectations are exaggerated however, they have a subtle, yet powerful potential for destruction. Once internalized these grandiose expectations result in perfectionism. The margin of error for what is acceptable and what is not is delicately thin. Expectations are so high that they are unachievable. If this happens, even outstanding performances receive berating self-evaluations such as, "I should have done better." When expectations reach dysfunctional proportions, they can freeze an individual's efforts. Because even the best is not good enough, the individual may begin to withdraw. Avoiding effort prevents them from experiencing failure, or for that matter success.

Shaming incidents are another component of the fear of failure. Human beings are biologically predisposed to consuming vast and diverse amounts of information (Pearce, 1977). The natural tendency to seek out and explore is present on arrival. We found a fascination in first learning to read, paint a picture, or create something totally unique. Events are experienced, then paired with the consequences of pleasure, delight, hurt, discomfort, etc. The shaming process occurs when a young boy is punished or reprimanded for doing what nature designed that child to do: explore his world. When this process occurs repeatedly, he learns not to explore. He learns not to learn.

Treatment Options

Several traditional psychotherapeutic approaches have been adapted to combat student's fear of failure. Rational Emotive Therapy (RET) views fear of failure as a result of irrational thinking (Spillane, 1983).

Thoughts precede feeling according to this paradigm. Methods to eliminate fear of failure focus on substituting rational beliefs for irrational beliefs. Positive thinking, sabotaging self-depreciating statements, and disputing demands are a few of the RET strategies recommended to mitigate feeling fearful. Another cognitive approach suggests that individuals reserve all worries during the day for a short, intensive worry period. This approach is hypothesized to reduce fear responses in some situations (Stavosky & Borkovec, 1988). In contrast, behavioral approaches would concentrate on desensitizing the individual to the specific feared stimulus. Gradual exposure to the feared stimulus is intended to extinguish a fearful response.

Permission to fail

The previously mentioned approaches have some merit in that they have all been effective in certain situations, however, neither serves as a panacea for resolving fear of failure. Cognitive interventions may not be appropriate for children or young adolescents who lack the ability to think in highly complex and abstract patterns. Behavioral interventions may serve to relieve symptoms, but leave the root cause of the fear intact, allowing for the return of shameful feelings of failure. Individuals who fear failure paradoxically need to be given permission to fail. By making it acceptable to fail, relative to their internalized outlandish expectations, individual's anxieties are reduced and their blocks to learning removed.

A gentle, occasionally persistent granting of permission to fail may be the important message a child needs to receive to continue exploring new arenas. Risk cannot be demanded or required. Risk, when forced on a child serves to entrench fears. Inherent in the meaning of "permission" is the attitude of encouragement and invitation. Giving the permission to fail is the art of encouraging a child to face fears without insistence. This safe atmosphere provides a context for learning to thrive.

Conclusion

Fear of failure has devastating consequences to our growth, and the learning process. Boredom sets in when risk is avoided and children become lethargic and pretend not to care in order to protect their ego from shameful feelings. These individuals remain stuck in their pseudo safe world and a tragic and vicious cycle ensues. Feelings of unworthiness become so pervasive that individuals avoid risk due to their fear of failure. In avoiding fearful situations, these children learn nothing new their low opinion of themselves remains fixed, and insecurity is reinforced. With no risk, there is no failure, but there is also no success. Children frozen by their fear of failure need the permission to fail in order to renew the learning process. Granting permission to fail is a critical part of freeing students who fear not reaching their own grandiose, unrealistic expectations to achieve their potential. We, as educators, must be willing to help students take risks, if they are to contribute to building partnerships, and creating tomorrows reality.

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A WILDERNESS AND COMMUNITY BUILDING NEW STUDENT ORIENTATION PROGRAM

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Program Description

Since 1985, new students entering the University of Puget Sound have embarked on a three-day outdoor adventure program called "Passages" as part of their orientation experience, the week prior to the beginning of Fall semester. Approximately 90 percent of the 700 new students entering the university each Fall participate. The class is divided in half. While one group is on Passages for three days, the other group remains on campus, engaged in academic advising, registration and a two-day seminar on writing, reading and critical thinking called "Prelude." At the mid-point the groups switch.

Goals for Passages focus on community building between new students and returning students (60 of whom serve as Passages leaders), faculty and staff; providing a transition from high school to college; and orienting students to the Pacific Northwest outdoor environment.

In late Spring new students are sent information about the orientation program and asked to choose between two Passages experiences--a small group backpacking trip in the Olympic mountains, or a base camp experience at a large boy scout camp the university rents in the Olympic foothills, on Puget Sound. Typically, about 30 percent of Passages participants choose a beginning, moderate or advanced backpacking trip. These groups of 10 new students and two trained student leaders engage in group discussions about personal goals and college expectations during their three days and two nights on the trail. Those choosing the base camp experience participate in dayhikes, canoeing, sailing and rowboating; attend informal workshops conducted by student Passages leaders, faculty and staff on topics ranging from meditation to goal setting; and meet daily with eight to ten of their classmates for discussion and team building in "home base groups" (see Appendix A)

The backpackers come off the trail and join with new students at the base camp for a final evening dinner and campfire program emphasizing the togetherness of the University of Puget Sound community. Students are invited to make connections between their Passages experience and the academic venture upon which they are about to embark.

Leadership

Recruitment for Passages leaders begins in early February, with up to 100 applicants for the 50 or 60 student leader positions available each year. About half of the leaders selected are returning from previous years. All leaders are paid a small stipend.

During the next three months, leadership training sessions cover hard skills, soft skills and program procedures. Topics include the goals of the program, how to lead group discussions (see Appendix B), promotion of diversity, conservation and environmental ethics, first aid and CPR. This phase of training also includes an overnight field trip to the base camp with the student leaders who will facilitate the Prelude portion of new student orientation. Although these two components of orientation will occur separately, they are complimentary to each other and require some common leadership skills and perspectives. A good deal of community building occurs among leaders, partly to develop an *espirit de corps* among this group and to model what they will need to do with new students on Passages, as well as Prelude.

Additional backcountry skills are required of students who will serve as backpacking leaders. They also receive supplementary training. These students first complete a pre-training questionnaire (see Appendix C), then are introduced to a backpacker leader competencies list (see Appendix D). This provides the

Passages directors with self-assesments from backpacking leaders and provides these leaders with a clear description of the skills they need to have in order to safely and successfully lead a group of students through the wilderness. Training culminates with a weekend backpacking trip in the Olympic mountains. Leader trainees are invited throughout the training process to provide input about their training needs.

Outcomes

Passages seems to impact new students in a variety of ways. The backpackers, having functioned self-suficiently for three days, typically return as a tightknit, enthusiastic group. One backpacker said he learned that "I could hike 14 miles in the wilderness with ten people I had never met, and get to know and appreciate each one's individuality. I now have special memories of meeting new friends at UPS (University of Puget Sound), memories that are building blocks for a new beginning."

In the basecamp, interacting with up to 300 other new students, student leaders, faculty and staff gives new students a breadth of experiences; friendships form and a sense of community develops. One base camp participant summarized the experience of many in stating, "the Passages program really made a difference in the way I accepted UPS. I met people that I wouldn't have gotten a chance to meet on campus, and they are still my close friends. The outdoors has the ability to bring people closer on a one-to-one level."

A study by Graff (1990) on the backpacking segment of the Passages program showed that these students, as well as students in the "Prelude" or writing component of the University's orientation program, showed decreases in a number of psychological symptoms--obsessive compulsive, anxiety, interpersonal sensitivity, hostility, phobic anxiety, paranoid ideation, and psychoticism. In addition, the backpack group had a bigger decrease, in comparison to the writing group, in global symptom scores and depression. This study concluded, "although the two groups did not differ significantly in the degree of improvement in self-efficacy both of them did show increases in personal, academic and total self-efficacy from pretest to the post-test (p. 42)."

Passages also appears to have a significant impact on the 50 to 60 student leaders. These sophomores, juniors and seniors are given a great deal of responsibility for the direction, implementation and success of the program. On leader evaluations, one person wrote, "I'm a senior and a half and there are still transitions, still new thresholds to cross, endings to close, beginnings to prepare for. Passages will never just be the orientation to the Northwest and UPS; the skills I've learned from [the directors] and the other leaders continue to be useful each day, each year, at every chapter."

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Appendix A

Passages Schedule

Day 1

Time	Activity
9:00 AM	Backpackers arrive at Base Camp. Welcoming. Pack food and equipment. Leave for trailhead.
3:00 PM	Base Campers arrive. Welcoming: Words about Passages concept, metaphor for going through college
	Form Home Base groups: Camp tours; pick up rental equipment; meet and make group choice about Monday AM activity
6:00	Dinner
7:00	Leader's meeting.
8:00	Home base group meetings.
9:30	Campfire program: Introductions; storytelling traditions of the Northwest

Day 2

Time	Activity
Early	Home Base Group sunrise trips to Mt. Walker.
7:30 - 8:30	Breakfast
8:45	Home base group activity, *or* a New Games, films, crafts activities
12:00	Lunch
1:00	Swimming, boating, sailing, sunbathing, volleyball (until 5:00 PM).
4:00	Workshops (optional)
6:00	Dinner
7:00	Leader's meeting
	Students: Discussions with trustees, alumni.
8:00	Home base group meetings
9:00 - 11:00	Hoedown.
	Values films and discussions

Day 3

Time	Activity
Early	Home Base Group sunrise trips to Mt. Walker.
7:30 - 8:30	Breakfast
8:45	Home Base Group meetings
9:30	Dayhikes, canoe trips leave
9:30 - 11:45	Workshops.
12:00	Lunch
1:00	Swimming, boating, sailing, sunbathing, volleyball. Intramurals.
	Backpackers arrive in base camp; clean selves and equipment
5:30	Outdoor picnic: Home Base Group and Backpack group pairs
6:30	Home base group/backpacker group meetings continue
8:00	Campfire program: sharing by freshmen; Bob and Jim reflections and conclusions
9:00	Leave on busses.

Appendix B

Passages
Group Discussion Suggestions

The small group is, perhaps, the heart of the Passages program. In Base Camp, this is the Home Base Group; on the trail, the dayhike or backpacking group. Discussions and activities which leaders facilitate in their groups can have an enormous impact on what students take with them from Passages.

The following suggestions are for you to pick and choose from to use with your backpacking or Home Base group. Consider these as tools in your toolbox; use what is most appropriate for your group. These suggestions supplement the *General Guidelines for Working with Groups* and the *Group Ground Rules.*

It is very possible, and sometimes desirable, that rather than use these suggestions, your group discussions will be largely group led--people will almost spontaneously begin talking about topics that are heavy, deep and real. Your job as a leader, then, is to do less leading and more participating.

Keep in mind that one of the purposes of Passages is to help new students form a sense of belonging in the University community. Discussions can be most effective when you try to include opportunities for linkages from Passages to other areas of life--back on campus, with friends and family, etc.

Openings for Getting Acquainted,Trust and Team Building

Backward Name
Each person takes her/his first name, spells it backwards, introduces self with new name in a creative manner (i.e. using movement). Group should guess "forward" name.

Objects of Nature
Each person goes off to find a natural object (stone, leaf, twig, etc.) they are most able to identify with. Come back into the circle, introduce self (name) and describe why you identify with your natural object.

Hopes and Expectations for Passages
Ask your group to respond to: "What has to happen during Passages (at base camp or on our backpacking trip) for you to consider it a success? When it's over, what will have occurred?" Include in this discussion (perhaps after everyone has had a chance to respond to the first part) some sharing about what the group or individuals in the group can do to help each person have the successful Passages experience they described.

Commitment Bands
Each person gets a piece of yarn or leather thong to tie around their wrist; this is a symbol for something they want to get out of Passages. Suggest that people think about how to use Passages to help them in their first semester in college., or think about a new behavior they want to try out at Passages (i.e. initiating a conversation with five new people for the purpose of developing friendships) Then, each person makes a statement about her/his goals or commitment (possibly preceded by writing this in individual journals). Finally, focus the discussion on how the group, or specific individuals in the group, might help or support each other in achieving their goals at Passages and beyond. Also discuss commonalities that may have emerged.

Blind Line
Have group members put their sleeping bags over their heads. Give each person a number (i.e. 1 - 10) secretly and have them line up in order nonverbaly; *or* have them verbally line up in order of birth date.

Personal Storytelling

Each person shares his/her most challenging (or worst) outdoor/wilderness experience, then shares his/her best outdoor/wilderness experience with the group. Each comes up with a symbol for best experience, then shares this symbol with or gives this symbol to the group. This can be done in three rounds: all share worst experience, all share best experience, then all give symbol to group. Or, each person can discuss all three, then move on. The first format would more likely end the group on a positive note.

Trust Fall

Have the group do a trust fall; one person falls backward into the arms of others. This can be done on the ground; if you want to do this with some elevation--from a stump or rock--**make sure you have participated in our trust fall leader training first.** Some incorrect and dangerous trust fall techniques have been adopted.

> **Metaphor:** Giving and receiving support; doing risky things at school/in life is easier when you have support.

Trust Walk

In dyads, one person is blindfolded, or keeps eyes closed (the existential blindfold) while the other leads the "blind" person on a walk (around camp, on the trail, on the beach). Blind person can remain silent, or both can be silent, with guide maintaining physical contact.

> **Metaphor:** Similar to trust fall, above.

Dyad Introductions

Have group break up into pairs with someone they know least well. One person talks about her/himself (i.e. interests,family, dreams, why they came to UPS), while the other person just listens for 4 or 5 minutes. Switch roles, then back in the group have each person introduce his/her partner to the group. (This fosters listening skills) As a group, talk about how it felt having someone talk about you.

Purposes and Personal Goals

Initiate a brief discussion about the purposes of Passages. Discuss how this can be a rare opportunity to experiment with different behaviors. Statements such as "no one knows you here," "you can be whoever you want," "try some things differently here," can help to set an open and free atmosphere.

Ask people to think about, maybe write in their journal, then state, what they want to get out of Passages. *What is one thing you would like to leave here with that you now don't have?* Or, *think about a new behavior you want to try out here.* (See "Taking a Risk") Have each person make a statement about his/her goal or commitment for Passages. Finally, focus the discussion on how the group, or individuals in the group, might help each other achieve their goals at Passages and beyond; also, commonalities that may have emerged.

Transition (Passage) into College

Hopes, Fears and Expectations

Have a discussion about peoples' hopes, fears and expectations about college. Leader should share her/his own hopes, fears and expectations. Discuss what each person would consider most helpful to realize hopes and to ease fears.

Burning Something You Want to Leave Behind

All write on a slip of paper something they want to leave behind (an attitude, habit, behavior, memory, etc.). The scraps are then burned in a campfire or candle. Then, discuss the "clean slate" that all can have when they take their "passage" into this new environment. You can be a new person; no one knows your history; etc. Have the group share their feelings about this process, but leave it optional about sharing what they burned.

Taking a Risk

After your group has become somewhat acquainted with each other (perhaps by the second day), initiate a discussion about risk taking. A risk is something we voluntarily do that is outside of our comfort zone and/or has an unknown outcome. With risk taking, however, can come growth and a sense of competence in new areas. Point out that often the most difficult risks are not physical, but personal or emotional. Some people may feel a risk about entering college (keeping up academically, making friends, etc.). Ask people to share a risk they've taken--physical, personal or emotional--and what the outcome was of that risk. Ask group members to discuss how they felt after taking that risk, pointing out that even if this did not turn out as hoped, the individual can still feel positive about themself for having taken the risk.

Ask each person to think of, and then state to the group, a risk they could take during Passages. For example, (1) initiate a conversation with at least 3 new people; (2) find a person you would ordinarily be *least likely* to want to get to know and get to know that person; (3) let someone in this group know how you feel; (4) on a dayhike or backpacking trip, take on the responsibility for guiding the group to its destination, using the map. It is important that the risk identified is outside of the individual's comfort zone and normal behavior patterns. Do not, however, allow dangerous physical risks (like jumping off the pier at low tide blind folded.

Tell the group that they are to report on their risk taking at your next or following day group meeting.

At the meeting when group members are reporting about the risks they've taken, help people identify and acknowledge each other for their efforts. What went well? What would they adjust next time? Ask how they felt in anticipation of, during and following their risk taking. If someone did not follow through on a risk they said they would try, don't blame or judge, but ask what would help (or what kind of support from the group could help) them take that risk. Conclude this discussion by asking people to talk about what they've learned about themselves or others and how this and risk taking skills can be useful during their first year at UPS.

Discussion and Group Cohesion

Discussion Starters

This is a process for group members to share experiences rather than opinions. The leader introduces a phrase from the list below; everyone in the group is asked to complete the phrase with descriptions from childhood and/or present experiences. You, as group leader, should provide a balance between directive and democratic leadership; this means that sometimes you may need to redirect the group toward personal feelings and experiences if the conversation shifts to intellectualizing. You might point out that when a group exchanges personally meaningful experiences, people tend to feel more relaxed with and supportive of each other.

The group should be seated in a circle, close together. You can proceed in one of three ways:

- Read selected phrases. Each person in the group responds. Encourage other group members to really give the person responding their full attention; that is, actively listen.
- Select 3 or more phrases; ask group members to write these down as you state them. Have group members pair up to interview each other on these subjects. After about 20 minutes, have the group reconvene, with each person reporting what her/his partner said.
- Have people count off by 2's. Form 2 circles, each facing the other, one inside the other. State a phrase. Each person of the pair facing each other completes the sentence to their partner. One of the circles moves, so each topic gets different people together.

Phrases:

1. The best measure of personal success is . . .
2. People think of me as . . .
3. The greatest value that guides my life is . . .
4. When I have free time I . . .
5. People who run things should be . . .
6. I miss . . .

7. I'm looking forward to . . .
8. What I'm most worried about is . . .
9. As a child I . . .
10. The best book I ever read . . .
11. My family . . .
12. One word to best describe my life up to this moment is . . .
13. If I could travel to one place in the world, I would go . . .
14. The thing I like about myself is . . .
15. I would like to be . . .
16. The person who has most influenced my life is . . .
17. A talent I want to develop is . . .
18. I feel most lonely when . . .
19. I feel most alive when . . .
20. Ten years from now, I . . .
21. I go into the wilderness because . . .
22. What I learn from the wilderness is . . .
23. The three most significant things that have happened in my life are . . .
24. If money were no problem, the one thing I would most like to do is . . .
25. Today I learned . . .
26. I usually avoid . . .
27. My favorite place is . . .
28. My friends are . . .
29. Most people don't know that I . . .
30. Today I really appreciated . . .
31. I felt close to others when . . .
32. *[Ask group to create their own question(s)]*

At the end of this exercise, discuss (1) which topics were easiest/hardest to talk about; (2) ways in which group members may now see others in the group differently; (3) if there are any different feelings now about the group (i.e. greater closeness).

The phrases above can be used at various times of a group's time together. Choose those that seem most relevant to your group and to what is happening.

Appreciations

Each person shares something positive about the person to her/his right or left, and then continue to go around that way. A good way to end a group session.

Bombardment

Ask for a volunteer, or select a person that had a hard day (on the trail, etc.). Everyone else in the group shares an appreciation with this one person, who should be encouraged to just listen and accept compliments, not sabotage them. Discuss how it felt for the person to receive these compliments; how it felt for others to give compliments. Over the course of the backpacking trip or home base group, try to bombard every student at least once.

Gift of Happiness

Ask group members to remove a couple of blank pages from their journal. Tear these into small pieces (at least 3 x 3 inches), with the number of pieces equal to the number of people in the group. Write a person's name, including one's own, on one side of each piece of paper.

Ask the group to write a short message to each person expressing something positive, that you like or appreciate about that person. This could be something the person said or did, a strength you observe, why you are glad to be in the group with her/him, etc. Be specific. On the paper with your own name on it, write something that you are proud of about yourself (that has occurred since you arrived at UPS, if possible). Ask people to sign their messages if they want, but they have the option of leaving them unsigned. Fold the messages once and distribute to appropriate members.

Discuss: feelings experienced; feedback that was most meaningful.

Group Massage

This is a great relaxer, or at the end of a day on the trail. There are two ways to do the group massage:

(1) Have your group sit down and form an inner and an outer circle, each facing inward and having an equal number of people. People on the inner circle close their eyes and remain seated. People on the outer circle stand up and silently begin to walk clockwise (or counterclockwise) around the inner circle. Then, stop behind a person on the inner circle, reach down, and begin to give that person a neck, shoulder and back massage. After a couple of minutes, the outer circle stands up, again silently walks around the inner circle, stops behind another person, and gives that person a massage. Do this 3 or 4 times, then have the outer circle walk a bit more, stop, have the inner circle people open their eyes. Now, outer and inner circle people switch, and proceed as above.

(2) Have your group sit down in a close circle with everyone facing clockwise (or counterclockwise). With eyes closed, silently massage the back, shoulders and neck of the person in front of you. Then, turn around and face the other direction in the circle and massage the back of the person who was previously massaging you.

As a group, share your experience of massaging and being massaged. How did the massages differ, and how well could you communicate with each other?

Forced Choice

Make two parallel lines in the dirt, or on the trail about 18 feet apart. Ask group members to decide on one choice or the other and stand behind the respective line. Ask them, "would you rather be . . ."

hammer or nail
loved or loved one
spender or saver
helper or helpee
pitcher or batter
chair or table
forest or ocean
[create your own choices]

Discuss: *What were your feelings? Which choices were easiest/hardest? What do your choices say about you? Did any patterns emerge in your choices?*

Line Continuum

Make a line on the ground, marking the midpoint. People should line up in a straight line by rating themselves on this continuous line for the characteristics of:

leader - follower
aggressive - passive
giver - taker
doer - thinker
optimist - pessimist
listener - talker
sensitive - cold
[create your own combinations]

Once people are in a rank ordered straight line for each combination, ask if people disagree with the order. If so, have them put people in the spot they feel they belong. Anyone who wants can change the order. This allows people to rate themselves and see how others perceive them.

Discuss: *How did you feel about the spot you put yourself at? Were you comfortable or uncomfortable? What were some of your reasons for putting yourself where you did? How did you feel when someone moved you?*

Guided Fantasies / Imagery

Wall Fantasy

Tell the group you are going to take them on a guided fantasy and at a certain point they are to complete it themselves. Have everyone get in a comfortable spot, close their eyes and relax. Use many details, and go slowly so that people can absorb the images. Here is an example of a scenario you might use: "Imagine yourself in a big field. It is very open and it's warm outside. How does the sun feel on your shoulders? Feel the grass on your legs. There are some flowers; what colors do you see? On your right is a footpath. You walk over to it and follow it. You walk up a rise, and in front of you, you see a wall. Walk up to this wall and complete the fantasy on your own from here. Don't censor, but let whatever comes into your mind come."

After a few minutes say, "Begin now to finish your fantasy. In a moment I'm going to ask you to open your eyes and come back here. . . Now open your eyes." Explain that the wall can symbolize a block, challenge, risk or problem. Individuals created their own wall, the size and what it was made of. Some will have huge walls and some will be small. Some people will make it over easily, some may simply go around their wall, while others may not even try. Explain how we often put up our own blocks and create our own difficulties.

Allow people to share anything they want about their experience, including what was on the other side of their wall, how this relates to their lives, etc.

Group Projects

Group Journal

Come up with a group name, design, logo or slogan (as a group) to put on the cover of the group journal. Any group member can write impressions, meaningful or funny things said in the group, etc. At meetings, trail breaks or at mealtimes, a group member may read from the journal.

Group Poem

On a piece of paper, one person writes the first two lines of a poem, then folds the paper down so that only the second line is visible, and passes it to the next person, who writes two more lines, and so on. After the last person writes her/his two lines, read, or have a group member read, the entire poem to the group.

Individual Journals

Suggest that after a day on the trail, a day at the base camp, or after a home base group meeting, people jot down a few notes in their journals. Some ideas? *What were your feelings today/during the activity? What were some of the statements you were telling yourself? Were you uncomfortable about anything? If so, what? Were any of your reactions/behaviors today typical of you? If so, what?*

Conclusions

Backpacking / Home Base Group Union

Before dinner on Day 3, a Backpacking group and a Home Base Group agree to have dinner and their concluding meeting together. Use this time to become acquainted with one another and share the story of your group--what you've done, what you've learned, what Passages has meant to you, etc. As a combined group, you may also choose to do one or more of the additional activities described below.

Crossing Thresholds

Ask people to spend five to ten minutes writing in their journals, describing briefly the experience of crossing a threshold or taking a "trip" (maybe without even leaving town), in which the journey was more important than the destination. Ask them to list several important elements of that "trip".

Then reconvene as a group and have people form dyads to share discussion about their "trips." After people have talked for a few minutes ask the dyads to consider the following questions:

- How many found their "trips" meaningful because they were required to see something familiar, (themselves, their families or friends) in a new way?

- What common themes do you find in your two different experiences? companions which accompany you? fears encountered? risks taken? successes experienced?

Reconvene as a group to discuss the experience of crossing a threshold by exploring the way in which the journey is more important than the destination:

1. How do you feel now about Passages, crossing a threshold to college, compared to how you felt when you first arrived at Passages?
2. How have the expectations or goals you first stated been achieved or not achieved? What do you need to do from here to continue to work on them?
3. How can you use what you have learned at Passages in other aspects of your life at Puget Sound? in the classroom? in building relationships with others? in understanding yourself?
4. What might prevent you from using this new learning?
5. What will you need from others to help you achieve your goals? Are there some tests or negative elements you expect to encounter?
6. What have you learned about yourself so far in your Passages experience of threshold crossing?
7. What have you learned from each person in the group?

Conclude by having people complete either of the two exercises which follow -- Symbolic Anchor or Letter to Self.

Symbolic Anchor
Ask your group members to visualize a symbol or "anchor" they can use after Passages to remind them of something they learned here or received from the group. They may find a small natural object, have a favorite quotation, or draw a picture or write something in their journal. Ask participants to share their symbol or anchor and describe what it means.

Letter to Self
Hand out paper and envelopes. Ask participants to write their name and campus address on the envelope. Then write a letter to self, which will be mailed out later in the Fall semester. Suggest that they include learnings and impressions from Passages, risks taken, goals, anticipations and expectations about college, advice to themselves, etc.
[Collect these and turn them in to the Program Office; we will mail them out around mid-semester.]

Rear View Mirror
Ask your group to imagine themselves leaving Passages shortly, and as they are doing so, looking in a symbolic rear view mirror back to their experience here. Ask them to reflect for a moment about their experiences with others in this group--what others said or did, etc.--and about anything they may have wanted to say, to the group as a whole or to individuals, that they have not yet said. (You may want to ask people to close their eyes as they are reflecting about this). Now, ask if anyone wants to say any final words.

Reunion
Have the group make a commitment to get together by the second week of classes, to talk about how things are going, eat ice cream, etc. You may want to pass around a name/address/phone list to be photocopied and, in a few days, sent to your group members, as a means for them to conveniently be in contact.

Appendix C
Passages
Backpacking Leader Pre-Training Questionnaire

Name

To help us to best design leader training to meet your needs, please complete the following question-naire and return it to SUB 216 by **April 12, 1991.**

Please rate your skills and experience with these areas using the following scale:

1 = No experience
2 = Some experience or training as a participant; posess basic skills in ths area
3 = Advanced skills; feel comfortable doing this
4 = Experience leading or teaching others in this area

_______Backpacking stoves: basic operation; care and cleaning
Stove(s) used:
_______Tents and tarps: proper site selection, basic set-up, use in adverse conditions
_______Backpacks: correct loading and weight distribution; able to perform adjustment and fitting on a variety of packs
_______Clothing: knowledgeable about proper backcountry clothing, layering and how to stay warm and dry
_______Navigation: knowledgeable about map terminology and symbols; can orient map and compass to terrain, compensating for magnetic declination; able to read topo lines and use a compass
_______Food and cooking: knowledgeable about backcountry nutrition needs and menu planning; competent at cooking a meal
_______Minimum impact hiking and camping: i.e. proper disposal of waste, setting up camp to have little or no impact on water sources and terrain
_______Hiking in the backcountry
_______Fire building
_______Stream crossings
_______Knots
_______Water purification
_______First Aid: familiar with backcountry applications Certification(s):
_______Safety management: Knowledgeable about principal factors leading to emergency situations and techniques for avoiding emergencies; able to plan and implement backcountry evacuations.
_______Weather: able to read observable signs of weather change
_______Group management: knowledge of stages of group formation, motivation and behavior modification techniques
_______Group discussion: facilitating effective group discussions (i.e. being non-judgemental, asking open-ended questions); able to debrief program activities, facilitate transfer of learning, and create metaphors
_______Team building: familiar with "New Games" or other initiatives
_______Teaching: knowledge of learning styles, tone setting, sequencing of learning
_______Judgement and decision making: able to make proper judgements and decisions about backcountry or group issues when necessary

Please use this space to add comments or further explanations:
Please describe any formal backpacking or outdoor leadership training you've had (i.e. NOLS or Outward Bound courses)
Describe your backpacking experience (length of trips, places, etc.)
What do you want to gain from this training weekend?

Appendix D

Passages
Backpacking Leader Competencies

Name

Our goal for you as a Passages backpacking leader is to be comfortable and competent in the variety of skills required to lead a group of students on a trip that will be safe and from which they will learn about the wilderness and successfully make the transition into the University community. In short, we want you to be successful at what you do.

This list of competencies is presented so that you know clearly what you need to know. Although many of the skills are taught during leader training (including the backpacking leader training trip), some skills you may need to gain on your own. Where applicable, approximate training dates are listed for when we expect skills to first be presented. You may already be fairly competent in some areas. That's great; we encourage you to assist others in their learning.

Use this competencies list to keep track of what you are learning. We see assessment as an on-going learning process, not a final exam. When you think your skill in a particular area matches the description given, ask an "assessor" (a Passages leader trainer, Bob or Jim) to observe you demonstrate that skill. This demonstration may be part of a group training activity in which you participate or may occur gradually over a longer period of time. Someone somewhere said that "failure is the springboard to success," so if your first try shows a need for greater mastery in a particular area, go back and learn what you need to learn, then ask for another assessment. People learn different things at different times. Our main expectation is that you are assessed at the "competent" level in all or almost all areas by the time Passages actually begins.

In the "Assessment" section under each skill area, or competency, have your assessor observe your demonstration of that area, then circle one of these assessment ratings:

1 = Not yet ready in this area.
2 = Somewhat ready; you've partially got it, but still need some further mastery. The "comments" section can be used to specify what you still need to learn.
3 = Competent in this area; you've demonstrated the skill at the level described.

Assessment: Date 1 2 3 Assessor
Comments:

Date 1 2 3 Assessor
Comments:

Date 1 2 3 Assessor
Comments:

Equipment

1. Preparation: Shows up for training trip with proper equipment and clothing, as specified on *Equipment and Clothing List*.

2. Equipment check: Able to conduct equipment and clothing check of others, answer equipment questions, etc.

3. **Stoves:** Demonstrates proper care, refueling and operation of backpacking stoves. Maintains a "gas station" at least 50 feet away and downhill from stoves. Able to keep a stove lit throughout a meal.

4. **Tents:** Demonstrates proper set-up, site placement, take-down and packing of tents.

5. **Backpacks:** Loads backpack correctly, with weight properly distributed. Able to perform adjustments and fitting on a variety of internal and external frame backpacks.

Backcountry Skills

1. **Map and compass:** Can locate self and surrounding land features on a topographic map; can describe elevation changes for proposed route; can orient map and compass to terrain, compen-sating for magnetic declination; can take and follow compass bearings.

2. **Water purification:** Properly purifies drinking water, using PotableAqua, boiling or filters.

3. **Cooking:** Properly plans and prepares a cooked meal.

Environmental Care

1. **Trails:** Hikes on trail; does not cut switchbacks. Demonstrates proper meadow hiking techniques.

2. **Campsite selection:** Selects campsite 200 feet away from streams or water sources, with proper drainage and adequate room for group.

3. **Minimum impact of campsite:** Uses established trails through campsite; maintains a neat and litter-free campsite at all times.

4. **Fires, stoves and cooking:** Uses existing fire ring or does not build a fire; gathers only already downed firewood; sets up kitchen away from sleeping areas.

Sanitation

1. **Human waste:** Digs 6 to 8 inch cat hole at least 200 feet away from camp and water sources. Burns or burries toilet paper, depending on current National Park regulations.

2. **Food and clean-up:** Carries out/does not bury food leftovers. Cleans cooking equipment with hot water (no soap) 200 feet away from water sources. Properly hangs all food at night and when out of camp.

Safety and Risk Management

1. **Van driving *(for designated van drivers):*** Obeys speed limits; uses and instructs passengers to use seat belts; drives in right lane on multi-lane highways, except when passing; exercises extra care on dirt roads; pays attention to driving; generally safe; etc.

2. **Backcountry:** Does not place self or others into potentially hazardous situations; demonstrates safe group management (i.e. staying together, heat and cold awareness); can read observable signs of weather changes.

3. **Medical:** Has current first aid and CPR certification; demonstrates knowledge of first aid kits; able to evaluate the general physical and psychological condition of participants and adjust trip demands accordingly.

4. **Emergencies:** Demonstrates knowledge of principal factors leading to emergency situations and

techniques for avoiding them. Knowledgeable about how to plan and implement backcountry evacuations. Knowledgeable about Passages emergency procedures.

5. **Fitness:** Meets backpacking demands for fitness and endurance.

Group Facilitation and Leadership

1. **Trailhead briefing:** Conducts discussion at beginning of trip covering illness and injury prevention (i.e. blisters, heat exhaustion, hypothermia), physical disclaimers, route overview, full value contract, etc.

2. **Interpersonal:** Able to offer and accept feedback; exhibit cooperation, teamwork, compromise.

3. **Group discussion:** Able to facilitate group discussions by being non-judgemental, using open ended questions and effective listening techniques. Able to debrief program activities and facilitate transfer of learning throughout program activities.

4. **Team building:** Knowledgeable of and able to facilitate group team building and trust building initiatives

5. **Teaching skills:** Able to teach backcountry, environmental, safety and other topics to others using demonstrations, discussions, mini-lectures and experiential methods.

6. **Perceptive and responsive:** To individual needs, personalities, limitations, potentials, capacities for responsibility, etc.

7. **Judgement and decision making:** Demonstrates proper and safe judgement. Able to strike a balance between involving group in decision making and taking charge of a situation herself/himself.

Other Comments

Use this space to describe other specific strengths and areas for improvement:

Spiritual, Moral and Ethical Track

NURTURING THE SELF

Edward J. Kesgen

Annette J. Johnston

Who takes care of you while you are busy taking care of others? To what degree do you find yourself handicapped by stress? What self-nurturing strategies do you employ on a regular basis in your life to avoid burnout?

Many in society consider themselves beset by high levels of stress. A recent article in *Parade* magazine mentioned a survey that suggests more than 66 percent of all visits to primary-care physicians are for stress-related disorders; that every week, 112 million people take medication for stress-related symptoms; and that job stress costs American industry more than $150 billion a year in absenteeism, lost productivity, accidents and medical insurance. Also, it is widely believed that stress is implicated in heart disease and immune system suppression, as well as contributing to the development of diabetes, stomach ulcers, genital herpes, chronic low back pain, hypertension, mental depression, psoriasis, obesity, infertility and impotence (Robinson, 1990).

Mitigation of stress is necessary for an individual to function effectively her/his life roles. Before a person can expect to be of service to others, s/he must first ensure her/his life is relatively stable and under control. This does not go unnoticed by hundreds of authors and quasi-gurus who have cashed in on the self-help movement. Personal growth is big business. However, the principles underlying the establishment and maintenance of a balanced lifestyle are simple and require no cash outlay. Integration of mind, body and spirit into a cohesive, harmonious whole is more of a biological birthright rather than a commercially acquired disposition.

Nurturing oneself is simply *taking care of where you live*. Three techniques judged by the authors as being especially effective for self-nurturance are *massage*, *t'ai chi ch'uan* and the use of *affirmations*.

MASSAGE—Written records dating back 3000 years (China) give evidence to massage being respected as a healing art. It is a natural human instinct to rub a sore muscle or stroke another person as a gesture of comforting empathy. The hurting part of a person's body almost seems to be asking to be touched. "Massage is a language which speaks of gentleness and connection, trust and receiving, peace and alertness, efficiency and creativity. All it takes is two hands to communicate it and a body open to listening. What it says is universal" (Crews & Rosen, 1989:6).

Massage is a healing art—not, as some perceive, simply an advanced sexual technique. It can be regarded as any sustained touch that has as its purpose integrating mind, body and spirit. Massage is simultaneously allowing someone to help you and a way of communicating without words. The therapeutic interventions most popular today trace as their lineage the Eastern traditions of shiatsu, acupressure and reflexology and the Swedish method developed by Peter Link.

The physical benefits of self- or partner-massage are many: stress reduction through deep relaxation, decreased muscle tension and blood pressure, and increased circulation. Mental benefits include the fostering of a relaxed state of alertness and sense of peace. Emotional needs are validated through nurturing touch, easing emotional blocks, and promoting a feeling of security and harmony.

T'AI CHI CH'UAN—"The Chinese say that whoever practices t'ai chi regularly will gain the pliability of a child, the vitality of a lumberjack, and the peace of mind of a sage" (Dunn, 1987:62).

Many westerners recall t'ai chi as the gentle form of moving meditation seen in travelogues of China. Typically, an assembly of elderly people are gathered at sunrise in a park, swaying in unison, moving their arms gently to and fro, slowly twisting and bending, seemingly bound to one another as are ripples on a great river moving inexorably toward the sea.

This graceful exercise is a marvelous way to become immersed in the living energy of the outdoors. T'ai chi has been used for centuries to improve posture, circulation, metabolism, digestion, and neuromuscular functioning, as well as accelerate healing of disease and infection. It is a powerful vehicle for meditating and restoring a sense of equilibrium.

"There is a common experience in T'ai Chi of seemingly falling through a hole in time. Awareness of the passage of time completely stops, and only when you catch yourself, after five or ten minutes, or five or ten seconds, is there the realization that for that period of time the world stopped (Horwitz, & Kimmelman, 1990:38).

"To live forever and be forever young ... one must follow the Tao (Way or Path), which means harmonizing with nature and the universe. This harmonization must be both external and internal. T'ai Chi Ch'uan is a method by which external affairs are regulated while the ch'i is cultivated " (Lo, Inn, Amacker, & Foe, 1985:9).

AFFIRMATIONS—Affirmations are simply words of guidance that, when frequently repeated, help keep us on course. The are of value in promoting the perspective that life is an opportunity to learn and should not be taken too seriously. Some of our favorites follow.

Perspectives for a Balanced Lifestyle

"We see things not as they are, but as we are."
(anonymous)

"People are just about as happy as they make their minds up to be."
(Abraham Lincoln)

"Angels can fly because they take themselves lightly."
(G.K. Chesterton)

"You must not allow yourself to become upset when others do not perform according to your expectations. All people function according to their own level of enlightenment."
(Edward J. Kesgen)

"When we walk to the edge of all the light we have and take the step into the darkness of the unknown, we must believe one of two things will happen-there will be something solid for us to stand on, or we will be taught to fly."
(Claire Morris)

"Time is not a line, but a series of now points."
(Taisen Deshimaru)

"All the masters tell us that the reality of life-which our noisy waking consciousness prevents us from hearing-speaks to us chiefly in silence."
(Karlfried Graf Durckheim)

"The greatest gift one person can give to another is a deeper understanding of life and the ability to love and believe in self."
(Chantal)

"This life is a test-it is only a test. If it had been an actual life, you would have received further instructions on where to go and what to do."
(anonymous)

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SPECIFIC PROGRAMMATIC STRATEGIES TO INCREASE EMPOWERMENT

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This Conference workshop was based on the article of the same name from the *AEE Journal*. (Kohn, 1991) The session included such activities as: introductions, guided imagery, quiet reflection, small groups sharing, an agenda review, a mini lecture on empowerment, an initiative activity with a challenge by choice approach, a debrief, a hand out of the journal article, a chance to ask questions, a short evaluation of the workshop , and a closing. These are activities that are discussed in the article as being specific strategies for increasing empowerment, and this workshop provided participants with a direct experience of them The focus of both the workshop and the article is on how we as educators can empower each of our students, to help them take control of their own lives. I believe that irregardless of the specific content area or subject matter we teach, it is the **process** by which we educate that shapes whether the experience will be empowering, or not, for our students.

The article lists 22 strategies, and a brief list follows divided into four major areas.

Goals and general direction:
1. Prior to the program, inform participants of the details of what to expect
2. At beginning of the program, share your proposed agenda (schedule, syllabus, or lesson plan) and seek input or suggestions from participants.
3. Make participants aware that becoming empowered is a major goal of the program.
4. Meet individually with participants early in the program to help them articulate their personal goals and identify strategies for reaching those goals.
5. Do a mid-program evaluation, and make necessary changes in the program based on this feedback.
6. As a group, consider the impact of your actions on the less powerful.

Group climate:
7. Develop a personal relationship with each participant.
8. Do introductions and team building activities early in the program to help participants gain a sense of safety and belonging.
9. As the group matures, examine together the group interactions and bring conflicts and issues of acceptance and influence into the open.
10. Provide opportunities for students to develop support systems by arranging for work to be done in small groups and in pairs.
11. Once a group sense of trust and caring develops, it may be appropriate to have students meet in identity groups to provide support around oppression issues (i.e., women/men, blacks/whites, working class/middle class, old/young, etc.).
12. Have a final group session(s) to bring a sense of closure to the group.
13. Create an overall atmosphere and culture that encourages risk-taking, support, trust, safety, compassion, and personal responsibility.

Control / Power:
14. Give participants control of group meetings and decision-making around group maintenance tasks and

give them responsibility for accomplishing these tasks.

15. Include participants in decision making around major issues: the overall course outline, specific objectives, topics to be covered. When possible, give students a choice about participating in specific activities. (Project Adventure's "Challenge by Choice").
16. As appropriate, include experienced participants in the teaching of skills and facilitating of group discussions.

Learning Process:

17. DO IT! Involve students in active learning experiences
18. Provide a variety of avenues or approaches for learning. (head, hand and heart; left brain, right brain; etc.)
19. Assist learners in locating, using, and evaluating additional learning resources.
20. Provide avenues to help participants reflect upon and internalize their learning.
21. Near the conclusion of the program, offer a group session to help your participants think about and prepare for taking what they have gained with them when they leave. (Transference)
22. If it is appropriate, offer some kind of follow up after the program.

The article goes on to say that it is appropriate to use these techniques to empower program staff as a way to better prepare them for empowering their students. The article is supplemented with an annotated bibliography of books that have helped me develop my knowledge, skills, and appreciation for empowerment.

Empowerment is a worthy goal that requires a continuous effort to insure we are providing every possible opportunity for our students. Most of the effective educational programs I have seen use many of these strategies, but few utilize each approach. By strengthening those approaches we already incorporate, and working to integrate new strategies that are appropriate, we can continue to enhance the empowering nature of our programs.

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Women in Experiential Education Track

LESBIAN BAITING AND GAY BAITING: HOW HOMOPHOBIA IS A TOOL OF SEXISM

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**Ten year old Suzy has a close friend, Brenda. Suzy loves to comb and braid Brenda's long dark hair. One day, on the way to school on the bus, Michelle says, "Brenda, why do you let Suzy touch your hair so much? She's acting like a lezzie."

**On the way to English class, seventeen year old Brian saw the flyer advertising auditions for the senior class play. All day he wondered what to do. He wants to try out for the play, but remembers the jokes the guys in his Math class were making the other day. They had talked about two of the guys who were active in the school plays and how they must be faggots to like wearing all that make-up. Brian doesn't want anyone to think he is a faggot.

**Robin works as an advisor to student groups at a women's college. Louise, the head of the Development Office, calls her on the phone to ask her to make sure that the posters about the recently held Lesbian Pride Weekend are taken down before the upcoming Parents Weekend. Louise tells Robin that she is worried that if the college develops a reputation as a school for lesbians it would adversely effect fundraising efforts.

**Toni is the chair of the women's caucus of a professional organization. At the annual conference of the organization, she has a conversation over lunch with Leslie, a woman new to the organization. Toni suggests that Leslie might be interested in the meeting of the women's caucus that is happening later that afternoon. Leslie says,"Oh, I don't think I want to go to that group. My boss, Jim, told me to steer clear of that group. He said that it is a bunch of man-hating lesbians, and people will think I'm a lesbian if they see me going to the meeting."

These scenarios all have one thing in common. In each situation, homophobia, the fear and hatred of lesbians and gay men, is working to reinforce traditional gender roles and sexism. They all involve a tactic called lesbian baiting or gay baiting, i.e. calling someone or a group lesbian or gay as a tactic to get the individual or group to conform to society's expectations of women and men. All of the scenarios are examples of the ways that oppression works internally and externally to individuals or organizations.

Oppression* exists in many forms in the world. Two of those forms are sexism and homophobia. Sexism can be defined as the systematic subordination of women by men, based on the belief in the inherent superiority of men. There are many ways that different forms of oppression are similar, for example, in the use of stereotypes and in the use of violence or fear of violence to keep people in subordinate roles. There are also ways in which different forms of oppression support and reinforce each other. Such is the case with sexism and homophobia. Partly, sexism works through the maintenance of rigidly defined gender roles and distinctions of gender-based differences between men and women. Homophobia works in many ways, with the major purpose of silencing and making invisible lesbians, gay men and bisexual men and women. Homophobia also functions to reinforce and maintain gender roles and sexism.

*Oppression can be defined as the systematic subjugation of a disempowered social group by a group with access to social power, or power plus prejudice. This definition is that used by the Social Issues Training Project at the University of Massachusetts, Amherst.

Lesbian baiting and gay baiting limit the lives of everyone, not just lesbians and gays. When the fear and hatred of lesbians and gays is invoked the behavior of individuals and organizations is manipulated to conform to society's expectations of men and women. In the examples at the beginning of this article, the motivation behind the baiting is to force the people being baited to change their behavior--for Suzy not to touch Brenda, for boys not to be involved in plays, for lesbians on campus not to be so visible, for Leslie not to connect with other women and for the women's caucus not to grow in membership.

What is the impact of lesbian and gay baiting? For individuals, lesbian and gay baiting can mean:

*constantly monitoring one's behavior to conform to external expectations;

*limiting one's behavior, not doing things one is capable of, because of fear of being labeled lesbian or gay;

*for lesbians and gays, a reminder that one is disapproved of and abhorred by many people and the social system in general;

*for lesbians and gays, a constant whittling away of one's self-esteem, self confidence, an internalization of fear and self-hatred;

*for everyone, a waste of energy that gets expended in living in fear of being labeled.

For educational organizations, lesbian and gay baiting can mean:

*loss of productivity from lesbian and gay members who put emotional energy into hiding and fear;

*loss of productivity from homophobic members who put physical and emotional energy into their homophobia;

*loss of accomplishment of educational goals for lesbian and gay students who are hampered by their fear from taking risks and feeling good about themselves.

Given these costs of lesbian baiting and gay baiting, what can we, as individuals, educators and members of organizations, do about lesbian baiting and gay baiting? Since lesbian baiting and gay baiting are forms of homophobia, it is important to work against all forms of homophobia.

As an individual, you can:

*examine your own attitudes and behavior related to lesbians and gays. How much accurate information do you have about the lives of lesbians and gays? Do you label someone else lesbian or gay with a derogatory intent when s/he does something that is not stereotypically gender appropriate? Why? What do you fear in being labeled lesbian or gay? What is the source of your fears and concerns about lesbians/gays?

*react in a way that does not reinforce homophobia. If someone tries to bait you, do not be intimidated into "defending" yourself by saying "I'm not a lesbian/gay man" or by changing your behavior to conform to stereotypical gender roles. This kind of reaction only reinforces the belief that lesbians and gay men are to be feared and hated.

*name lesbian and gay baiting for what it is, oppression.

*educate yourself about lesbians, gays and bisexuals. One of the primary ways that homophobia works is through myths, stereotypes and misinformation about lesbians, gays and bisexuals.

*examine the attitudes and behaviors of the people around you. Are there openly lesbian or gay people around you? Are there people who are openly support lesbians and gays? Is lesbian baiting and gay baiting going on around you? What do you do when someone says something that is lesbian or gay baiting?

*interrupt lesbian baiting and gay baiting (as well as other forms of homophobia and sexism). If possible, talk with the individual doing the baiting about the motivation for his/her behavior. Tell that individual how his/her behavior hurts you and others.

*take proactive action to prevent oppression from occurring. This might include educating others, developing non-discrimination policies in organizations and communities, political action, etc.

*use the words lesbian and gay in conversations, to let others know that you are not afraid of the words or of the people they describe.

*if you are lesbian or gay, develop a support system around you for dealing with the homophobia you encounter. Reinforce your sense of self esteem as a lesbian or gay man through support from friends, reading or lesbian, gay or bisexual organizations.

As a part of an organization, you can:

*examine the policies and actions of the organization. Does the organization itself behave in a homophobic manner or does it foster an environment where such behavior can exist? Does the organization actively support its lesbian, gay and bisexual members as it does its heterosexual members? Does the organization have a non-discrimination policy and antiharassment policy that includes sexual orientation as one of the protected categories?

*name and interrupt lesbian baiting and gay baiting that goes on within the organization.

*If someone tries to label the organization lesbian or gay, do not try to change your behavior to conform to gender role expectations or do other things that reinforce the belief that being seen as lesbian or gay is undesireable. Do not ask the lesbians or gays in the organization to change their behavior or be less "obvious".

*take a proactive stance in countering homophobia and other forms of oppression in the organization by providing training on issues of oppression.

*use the words lesbian and gay in written materials about your organization, particularly if you are promoting your organization as non-discriminatory and open to all. This lets everyone know that your organization is supportive of lesbians and gays

*join with other organizations to counter homophobia and sexism in your community.

In her book, Homophobia: A Weapon of Sexism, Suzanne Pharr clearly states the options available to us in dealing with oppression:
"We must take a very hard look at our complicity with oppressions, all of them. We must see that to give no voice, to take no action to end them is to support their existence. Our options are two:

to be racist, or anti-Semitic, or homophobic (or whatever the oppression may be), or to work actively against these attitudes. There is no middle ground. With an oppression such as homophobia where there is so much permission to sustain overt hatred and injustice, one must have the courage take the risks that may end in loss of privilege. We must keep clearly in mind, however, that privilege earned from oppression is always conditional and is gained at the cost of freedom." (p. 52, Inverness, CA: Chardon Press, 1988) Lesbian and gay baiting affects everyone, whatever their sexual identity. We must all work to end homophobia and all forms of oppression.

Mary McClintock is an organizational consultant and instructor of university courses on issues of social diversity and oppression. She has been a leader of therapeutic wilderness groups and women's outdoor trips. She is a member of Face to Face: A Gay, Lesbian, and Bisexual Speakers Bureau. Her specialty is helping educational programs work toward valuing social diversity and being accessible to all members of their communities.

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WORKSHOP SUMMARIES

Open Track

YURTS FOR LIVIN' IN, LEARNIN' IN, AND COMMUNITY BUILDING"

Wm. S. Coperthwaite

Jim Underwood

JoAnna Allen

The modern Yurt had its inception in the early sixties when Bill Coperthwaite, along with a math class, saw an issue of the National Geographic showing Mongolian yurts. The original nomadic yurt consists of a collapsible lattice work of struts covered with felt. Bill built his earliest version using sapling poles and then began experimenting with the wall slant and various coverings, such as a birch bark roof. By conceiving of wide enough saplings such that there were no spaces in the lattice work, Bill found that no wall coverings were necessary and thus the wooden board Yurt began.

Today, there are numerous yurts world wide, all having evolved from those creative beginnings. There are concentric yurts and tricentric yurts, folded, curved and flat roofs, round windows and triangular windows. The possibilities depend on where your creativity and imagination take you. The essential structural components are the tension cable supporting the wall and the compression ring on which the roof members press. Yurts of all sizes have been built as homes, meditation huts, trail shelters, and classrooms. However, the main purpose for Bill is not to have a building but the lessons embodied in the process of building and using the structure.

The yurt is an example of cultural blending, of borrowing the best from a culture and adapting it to our own needs and materials. It is space- and heat-efficient, practical, and inexpensive to build compared with the cost of traditional square footage. The actual floor space may seem small by calculation but the living space at shoulder and eye height is expansive. Circular space feels integrated. For some it takes a little getting used to but when one considers the shapes found in nature, circular and curved wins out. It is especially beautiful in a wooded setting with leafy shadows playing through the skylight and a spotlight of sunshine working a sundial circle around the inner wall.

The bonus of a yurt as a classroom is the equality it gives all members of the group. A class of fifteen, even more, can comfortably hold a lively seminar within the standard-sized Yurt. No one hides in the corner. No one seems to dominate through placement at the head of the room. A sense of camaraderie and unity can be more easily facilitated.

Bill is the first to say that yurts are not for everyone. Some find they prefer standard furniture and vertical walls. Others like kids in rows and columns. Some find they are simply too unconventional. Some don't know where to begin in building one.

The best way to have a yurt is to hold a workshop. The benefits for community building are akin to that of barn-raising. The sense of contributing to someone's basic needs and determining one's living environs is tremendous. The process of working together, through personality differences and congratulations at the end is almost like an Outward Bound adventure, except there is a very visible product. The goals can include academic content like mathematics, service learning, and cooperative learning. The possibilities are endless and are still in evolution.

CRAFTSMANSHIP:
EMULATING OF THE PILLARS OF KURT HAHN

Wm. S. Coperthwaite

Both theory and hands-on experience are combined in this workshop to convey the full meaning of craftsmanship. Bill Coperthwaite is a master craftsman in various materials such as wood, leather, birch bark, yarn, horn, and paper. However, his fine arts background has evolved to a preference for utilitarian crafts and folk art in which cultural blending makes it possible to pursue a simpler life style, one that promotes self-reliance and a friendlier co-existence with our mother earth. This utilitarianism is in contrast with "conspicuous leisure" crafts such as needlepoint or highly detailed decoration.

Bill will illustrate his own philosophy and appreciation for fine craftsmanship through examples of artifacts, tools, and quality craftwork from the Eskimo and Scandinavian cultures. Through his eyes and aesthetic perspective, one can begin to realize the difference between true craftsmanship and just camp craft. Design, function, simplicity, efficiency in production and material usage, and non-violation of nature all come into play.

Following the theoretical presentation there will be demonstrations of woodcarving with curved knives such as the Eskimos used, weaving of a simple but beautiful ball with birch bark, and knotless netting (called witless knitting by Coperthwaite) as engaged in by the Norwegians with a single threaded needle. Both presentation and demonstrations will take about one hour or less.

The remainder of the allotted time will be devoted to hands-on activity by workshop participants. To make instruction more feasible, a limited number of the audience will be invited to try their hands at curved knife woodcarving, birch bark weaving, and single needle knitting. Bill will circulate among the group along with assistants. Those who choose woodcarving will need the entire remainder of the time to work on a piece to take away with them. The others can try both the weaving and knitting. Besides acquiring practice with the materials and tools, participants should come away with a deeper appreciation for the materials and finer techniques necessary to produce quality craftwork.

Biographical Sketch: Wm. S. Coperthwaite is the designer of the modern Yurt and a master craftsman familiar with wood, leather, birch bark, yarn, horn, and paper. He has traveled widely to study utilitarian folk customs. He has a doctorate in education from Harvard and describes himself as a social designer.

Adventure Alternatives Track

PROCESSING AND COUNSELING: ENHANCING SKILLS

Claire Danadeneau

What are we doing, processing or counseling? What are the skills necessary for processing an experiential activity? Are these skills related to those communication skills utilized by counselors and those in the helping profession? Are experiential activities therapeutic? If they are, can we increase the therapeutic effect of the activity via the processing of the experience if experiential educators have increased communication and counseling skills?

What are the skills necessary for processing an experiential activity? The simplest manner to examine these skills is to list them: observing (not only what happens, but also individual roles and participants interactions), sequence/activity recollection, giving feedback, listening, and creating a "safe" environment in which everyone's feelings/thought are accepted and welcomed.

Are these skills related to those skills utilized by counselors and those in the helping profession? Much of counselor training includes those very skills mentioned as necessary for processing. For example, counselors are trained to listen actively, to observe non-verbal communication and interpersonal interactions, to recognize communication patterns, to identify roles, to paraphrase and reframe verbal communication, and to create a therapeutic environment which includes unconditional positive regard for others and empathic understanding.

Are experiential activities therapeutic? They certainly can be. One important criterion for evaluating this assumption would be the skill with which the facilitator/leader was able to allow and to assist participants through a process of feedback, self-exploration, self-awareness, and perhaps individual goal setting.

If these experiences are therapeutic, can we increase the therapeutic effect of the activity via the processing of the experience if experiential educators have increased communication and counseling skills? The enhancement of communication/counseling skills for the facilitator would increase the potential of the experience and assist participants growth, via a greater understanding of themselves and of the experience.

Given the above premises, there appears to be a high correlation between the skills necessary for processing an experiential activity to those skills necessary for counseling. In fact, it would seem that the skills necessary for "quality" processing are directly related to the communication skills utilized by counselors. Therefore, the emphasis of the workshop will be on communication/counseling skill development.

In order to facilitate the skill acquisition process, the workshop will be structured such that participants will observe various communication skills then - in either dyads or triads - practice the observed skill. The skill practice will include not only individual role play but will also utilize a modified case study approach, whereby participants will be given an "actual" activity to process in small groups. Through the practice experiences, the participants will be encouraged to assess their own skill level and their partners will be encourage to provide feedback as well. Skills will be presented sequentially, such that each new skill will build upon the last.

The workshop is intended both for those who are new to the field and for those who are experienced and who want to refresh their communication skills. The presenter will assume that participants have been exposed in the past to the concepts being presented. Therefore, only brief reviews will be presented and the emphasis will be placed on practicing and experiencing each skill on a personal level. Consideration will be placed on creating a relaxed atmosphere where individuals will feel free to try the skills presented. Additionally, the presenter will utilize non-traditional exercises that accentuate individual participation and encourage a playful atmosphere for learning.

BASIC OBJECTIVES

1. To encourage participants to "evaluate" the importance of communication skills as facilitators/leaders of experiential activities.

2. To create an awareness and subsequent understanding of various communication skills and their application to processing of activities.

3. To demonstrate and thereby allow participants to observe and practice various communication skills and receive feedback on their own skills.

4. To provide examples where effective communication increase the potential of experiential activities.

5. To create a learning environment for participants which is fun and "safe".

MULTICULTURAL COMMUNICATIONS WORKSHOP

Jim Moll

This full day offering will acquaint participants with a model for teaching communication skills and appreciating diversity used in group settings. By living this model for a day with others, insight will be gained in using brainstorming, consensus decision making, critical observation skills, adventure gaming, and group problem solving to gain a greater awareness of and appreciation for others.

CIRCLES & METAPHORS: THERPY, EDUCATION AND THE WILDERNESS EXPERIENCE COME TOGETHER IN AN ALTERNATIVE TREATMENT FOR ADOLESCENTS.

Doug Nelson

Tim Marshall

LeVoy Tolbert

Aspen Achievement Academy
P.O. Box 313
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(801) 425-3795
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Description:Through the use of slides, handouts, discussion and specific activities this workshop will introduce and explore a particular philosophy and practice concerning therapeutic wilderness programs for Adolescents. It will emphasis the blending and mixing of therapy, applied education and outdoor activities in metaphor which allows each component to enhance the other in an effort to produce a more effective intervention for today's youth.

Details:This workshop will be a sharing of Aspen Achievement Academy's academic curriculum. It will present a specific philosophy for using metaphor to enhance the desirable results of traditional therapy, experiential education and basic outdoor living skills. Aspen uses a series of 12 different "learning circles" that were developed and designed to teach the practical use of scientific problem solving, history, social studies, psychology, biology, and geology. These learning circles not only assist the students in retaining information they also demonstrate how that information can be used in their daily lives to overcome those situational difficulties that they encounter. All of this will be discussed and shared by three individuals who helped develop and use this system over the past 3 years. The objective of this workshop is to demonstrate the use of metaphor in converging therapy, education and the wilderness into one powerful tool that will assist in intervention and treatment of the at-risk adolescent. It is the goal of this workshop that the participants will feel inspired and more fully confident in addressing the needs of an adolescent population through the creative use of metaphor and experience.

LIKE FATHER LIKE SON: THE ASSESSMENT AND INTERRUPTION OF MALADAPTIVE, MULTIGENERATIONAL FAMILY PATTERNS WITHIN A THERAPEUTIC WILDERNESS ADVENTURE

Brian Farraghar

Scott Harmon

JULIA DYCKMAN ANDRUS MEMORIAL
1156 North Broadway, Yonkers, New York 10701
914/965-3700, Fax 914/965-3883

This workshop is to be based on an article submitted to AEE for publication in "Therapeutic Applications of Adventure Programming". The presentation will follow three residents of the Andrus Children's home as they serve as crew leaders during the course of a six-day backpacking trip. During the trip these individuals employed maladaptive leadership styles similar to those utilized by their parents. These inadequate leadership styles created interpersonal conflict within the crews, which allowed staff persons to make initial assessments and interventions in an attempt to alter the dysfunctional patterns of relating.

The workshop will provide a description of the organizational structure of the trip and discuss how the trip's design facilitated the exposure of maladaptive family themes. Potential treatment interventions and further implications for ongoing treatment will be reviewed for appropriate implementation within other therapeutic adventure programs.

DANCES WITH RACCOONS

Dr. Tom Smith, PH.D.

This workshop can be described as a somewhat personalized overview to the theory and practice of challenge education/challenge therapy. For over twenty-five years, while working with special education populations, mental health centers, leadership training programs, and personal growth groups, the facilitator has developed an eclectic methodology for working with various client populations. Professionally trained as a clinical psychologist, his education continued in the "University of the Wilderness Beyond and the Wilderness Within." His learning experiences included studying about and with the Native American Indians, paddling thousands of miles of canoe trails, raising six children, making a journey to China, and building a spacious treehouse where he still spends time in both introspection and extrospection.

The "Raccoon" has been an active facilitator of experiential workshops at national and international conferences on special education, alternative counseling methodologies, therapeutic recreation, outdoor education, holistic health, and experiential education. He has authored over 100 professional papers, two books, and a recent curriculum workbook for educational and counseling groups. The most recent book is The Theory and Practice of Challenge Education.

Accordingly, there are four goals behind the design of this workshop. First, there will be attempt to provide an overview to challenge education methodology. There will be a sequence of experiential activities, starting from basic relaxation and awareness, flowing to creative movements and de-inhibiting exercises, and then moving to group building experiences. The groups will then experience a sequence of initiatives and group energizing activities. Along the way there will be some standard group processing, and brief introduction to some alternative methods for processing challenge experiences.

The second goal of the workshop is to provide participants with an opportunity to explore new dimensions of self, the self/other interdependency, and the self/environment interdependency. The various activities - drawn from the East, the West, and the Native American Indians - will offer opportunity for a personal growth journey. Third, there is the goal of teaching participants innovative groupwork strategies. All of the activities in the experiential sequence are usable (with appropriate adaptations) with any educational or counseling group. The challenge educational curriculum can be productive for special education classes, counseling groups, recreational therapy programs, and leadership development courses.

The fourth goal of the workshop is to energize all participants for their work with others. This goal may be stated simply as "having fun". At a more complex level, the goal involves therapeutic interaction, demonstrating how nice people can be to one another, how supportive and encouraging they can be, and how lots of group spirit and group laughter can build a feeling of joy and good energy for everyone.

In summary, it could be said that we will learn about challenge education methodology and challenge/adventure groups by being in a group as it develops and meets new challenges. There will be some opportunity for discussion, and brief theoretical overview to the whole theory and practice of challenge education. The "Raccoon" will briefly discuss his three most recent publications:

1.WILDERNESS BEYOND.....WILDERNESS WITHIN.....
(395 pgs) Smith, 1990, Raccoon Institute. This is a collection of papers, notes, and favorite quotes on challenge education, personal growth, adapting Native American ritual and ceremony for educational and counseling groupwork, issues in challenge education, and environmental sensitivity, alternative methods for group processing, and more.

2.THE STORY OF SUNDROP
(60 pgs) Smith, 1991, Raccoon Institute. This is a storybook, a coloring book, and an activity book, designed as curriculum introduction to challenge education programming.

3. THE THEORY AND PRACTICE OF CHALLENGE EDUCATION (400+ pgs) Smith, Roland, Havens, and Hoyt, 1991, Roland & Learned, Inc. This is a textbook type publication, overviewing the history of challenge education methodology, offering ideas on a philosophy for challenge education methodology, summarizing the challenge education methodology, and presenting original papers on contemporary issues of challenge education.

Arts and Performance Track

SPEAKING THE EARTH'S WISDOM: TEACHING ABOUT THE ENVIRONMENT AND THE COMMUNITY THROUGH STORYTELLING

Rona Leventhal
Storyteller

There are two parts to this workshop: The first half will address the "lessons" in stories, and how to create follow-up activities to promote positive values. In the second half will be creating our own stories. This is a very participatory workshop!

To start, I will tell two stories that speaks to environmental stewardship and/or community. One will be an Abenaki (Native American) story and one will be a folktale from the Afro-American tradition. After each tale, we will create a list of lessons that are inherent in the story. It always amazes me that there is so much in one story!

John Porcino, a Storyteller also from Massachusetts, has developed a model for using these lessons to create follow-up activities, which I use with his permission. Breaking up into small groups, we will use this model and our list of 'lessons' to create activities. Each group will present their new activity either verbally or by having us do it, if possible.

The model uses three steps:

1) think about what medium you want to use....for instance visual art, drama, storytelling, music, a game, discussion, writing, mixed media, dance, etc

2) think about the level of activity you want or can have, depending on the circumstances under which you will be teaching....for instance, will it be very active, low activity level, or somewhere in between. (Circumstances that may effect this include physical space, specific populations, time of day, weather, etc)

3) John calls this step view level....in other words, does the activity address interpersonal issues? or personal ones? Other levels are home/school/work, local/community, country, state, the world, or even the universe!

To use the model, chose one thing from each level, and use it as an outline to create an activity, while also incorporating one of the lessons from our list.

There will be a short discussion about how to work with kids using this model so that everybody feels safe to express themselves....i.e. by laying out some ground rules regarding respecting each other.

The second half of the workshop is harder for me to write about ahead of time, since I'm never sure which activities I will do until I am with the group! However, I will give you a brief idea of some of the possible games.

I usually start with a chanting game...."When I climbed up the apple tree, all the apples fell on me, apple pudding, apple pie, did you ever tell a lie". when the chant is over, the person who it ends with tells a short story in the first person which may or may not be true. The others guess whether it is true or false. Creative ways of using this with different ages or populations will be discussed.

In another game, I pass out either names of places, or environmental vocabulary. In pairs, each person will 'dissect' the word, and create a story with the broken-up words disguised in it. The listener tries to figure out what the word is (sometimes a list of possible words is good to have to choose from).

In 'Absurd Questions', one partner asked the other a silly question that has a yes-no answer. The questioner create a story that explains the answer.

In creating stories, it's important to have characters, a location, and a problem or dilemma to solve. Sometimes I simply pass out cards that have this information. Other times I let people chose pictures from a magazine from which they can create the story. Or I often have the participants create these through the use of movement. I start with some simple warm-up activities. Then through various suggestions from me, the group moves in certain ways, i.e. fast/slow, leading with different parts of their body, or through imagined substances. Throughout this, I ask people to shout out who they feel like (i.e. who would walk like that?) or where they might be (according to their movements) .... and Voila! Characters and locations.

The workshop will end, time permitting with a song or story. Hand-outs of the model and some of the activities will be handed out, and I will have some resource books with me. Fliers of my program offerings will also be available. In addition, information on a storytelling book, which has follow-up activities,"Spinning Tales, Weaving Hope, Stories of Peace, Justice, and the Environment" will be available. I have been on the editorial committee of this book - it will be out in October! Anyone wanting information on any of this material, or regarding my work is welcome to contact me a P.O. Box 495, Hadley, MA 01035...413-259-1308.

Remember....we all have stories to tell! Pass it on!

Corporate Adventure Track

WORKING WITH CORPORATE EXECUTIVES

Bob Carr

Overview

For most of us here the curiosity leading possibly to anxiety has come to us before. What is it that differentiates a group of executives from those youth and social populations that we've worked with before? Is it the fee that we're now charging - are we concerned about the increased expectation of delivering our services at a value that is significantly higher than the easy youth directed programs? Is our increased anxiety over the concern of directing and controlling a powerful group of executives who bring down a salary somewhere between three and ten times what we ourselves make. Or are we just unsure if we've had the business experience to even be able to relate to their debriefs and discussions?

All of the questions are potentially monsters behind the door (or lions at the door?) for many of us as we consider making the transition from adventure providers to corporate executive analysts.

Yet we've seen and heard over the past ten years how experiential education companies are gaining profit off of the same adventure based activities that we've used with 14-18 year olds.

How did they make the transition and why are they able to charge five times what we do - And Get It?

Major Points

First let's look at who are the providers of experience-based programs for corporate executives. My closest estimate of the number of organizations utilizing experiential activities in the United States ranges from 30-50. Outside of this, there are many individuals who work either with a small number of companies directly or hire themselves out to other providers on a part-time per-diem basis. On this overhead you can see the major providers listed. I have attempted to compile a complete list showing the top 30 in terms of revenues generated and clients served per year. If I have left someone out, I hope that you will notify me after the workshop to keep me current and accurate. Of course the recent recession, having had a major impact on corporate spending particularly in Training and Development, may have changed a number of the players around as well.

From this next overhead you can see that the majority of the firms are located in the North and East. The majority, however, have "portable" programs and arrangements with distant "learning centers" to actually conduct programs wherever the client wishes.

As with many industries, structures of organizations vary greatly. Some are consultant driven, some technical outdoor driven and still others are administrative driven. All have sales components but this also varies greatly within each organization..

Also, environments for conducting the outdoor programs will vary greatly from rustic overnight camp or expeditionary accommodations to luscious resort hotels and well-known conference centers. Before you jump at the idea of luscious accommodations, stop and consider where your personal values draw you and where you are most comfortable being yourself while working with adventure activities.

It is often said that you can sum up the philosophy of a company by looking at the style of the CEO. In the case of the providers we're discussing, most of them being entrepreneurial, this adage is particularly true. If the CEO is an "adventure-junkie" you're probably going to find that the organization is more traditionally high risk activity driven, whereas if the CEO is more business oriented you may find that the organization is more business simulation oriented. Again, it's going to serve your purpose better to affiliate with a group of people who share a common philosophy.

The corollary to who is providing experience-based training and development programs is: Who is purchasing outdoor experience-based programs? In preparation for this workshop I asked five of the top providers to provide me with a current public client list. As you can see there are many clients that will use two or more providers. Primarily the reasons for this are location but also you may find that personal preference of decision makers in companies is equally if not more important.

And what are the reasons why corporations are using experience-based providers in their training and development? The next overhead show the top reasons, not in exact rank order, that corporations are using us all. However, I do believe that we can rank Leadership and Teambuilding as the top two uses.

The next most critical question is, "Who is making the decision to use experience-based programs within these companies?" Or a more direct way of putting it, "Who should I, (can I) approach?" Over the past ten years, in my experience, the "torch-carriers" have changed. In the early 80's the decisions to spend the bucks to take executives outdoors came from the top. He or she (and most of the time it was a he) had both the liking for the great outdoors and the corporate position to make the decision. In the 90's we are seeing that the human resource/training and development directors are either taking the message to the top or being handed the charge to find a credible, quality provider for a targeted group and need.

Therefore, my suggestion to you is to cover both or all of your bases. Direct your sales campaign to the human resource director and try to identify a senior level champion who can work the politics to sell your program.

One last note relative to demographics. That is, what are the most appropriate experience-based activities to present to executives? The answer is somewhat like asking what is the most appropriate presentation of a hamburger or what is the most appropriate automobile for the public! The fact is that, because executives come in all shapes and sizes, physical stamina levels, personality styles, etc, all traditional experience-based activities as we know them can be appropriately presented. The key is to design your program with two key elements in mind; 1) all activities must relate to a particular need or objective set out in a pre-planning session, and 2) the discussion (and scenario if possible) should focus on the application to the workplace and not to the experiential activity.

Now that we have covered the who, what, when, where of the field, let's look at specifics of entering the experience-based field working with executives.

The most often asked question I hear relative to this subject is "How do I get into your field?" In addressing that question I often respond in terms of credentialization. That is, "Once I've captured the attention of a corporate decision maker how do I keep his or her attention?" Or, "Once I've selected a major provider that I'd like to work for, how do I sell myself to them." For the most part, my response is Experience-Background-Specialization. Let's visit the parameters of each.

Experience: this is not only important to your potential client, but also to those peers sitting with you right now. Your level of experience in group facilitation skills, group dynamics, conflict resolution, adventure-based activity programming and safety and consultative skills are critical to the quality delivery of an experience-based product. Lacking this experience one should turn to industry resources as well as research. If we are to truly promote learning by experience we must walk our walk and talk our talk.

Now let's turn to Background. Probably the least desirable candidate for a position in corporate EBTD is a person with no business experience and only a smattering of outdoor activities knowledge. I realize that this is a pretty strong statement but in all likelihood it's not meant to be directed at you. The simple fact of your being here or reading this article shows a different profile than that individual of which I am speaking. The frightful individual of which I am speaking has a little bit of knowledge about ropes courses and adventure activities through some previous exposure or participation and he or she rents themselves a piece of land, throws up a few cables and out a few logs and blocks and prints up a flyer. If you've been around the industry very long you have seen this happen. Each year more qualified providers are entering the field. Background credentials are becoming more defined in terms of consultant/facilitation with in depth, senior level, business experience, technicians with advanced ropes course and adventure activity design knowledge and first responder advanced training, and in sales an experienced intangible product salesperson who also has consulting/training and development experience.

This then leads us to specialization. Those entering the field now will be required to specialize in narrower job responsibilities. As trainers a particular talent such as leadership skills training, instrumentation or strategic analysis will be demanded to set one apart from existing facilitators. Technicians will break out into design and construction specialist, program assistants and medical personnel.

The sum of it all is that in order to raise the caliber of this industry (which will happen due to competition), everyone must raise individual standards of practice. Therefore, those entering the field must either bring significant skills in their specialty or be prepared to pay their dues on the experiential way up.

Let's take a break now and when you come back we'll have a chance to address some specific paths and look at some successful models for working with corporate executives.

(Break)

What I would like to ask you to do now is break up into random groups of 8-10. The key is to try to assemble yourselves such that you are not in one with someone you have worked with. I'd like you to personally answer four questions.

Overheads

1.How long have you been formally involved with adventure-based or experience-based activities?

2.Is your greatest skill base in:
Traditional Business Experience?
Human Resources/Training & Development Field/Consultancy?
Technical expertise in Adventure Activities/Design/Construction?
Technical expertise in conducting outdoor programs?
Sales experience with tangible/intangible products?

3.What has prevented you the most heretofore from entering or achieving a comfortable position in the "working with corporate executives" field?

4.What is your ideal job description (in ten words or less)?

Now let's break up into the focus groups and discuss the composite makeup of each group. In about 45 minutes, we should have a spokesperson prepared to present our group findings thus providing a general demographic of this group. The purpose then will be to direct my comments to specific needs or directions that you want to hear about.

Focus Group Breakout
45 minutes

Mapping/Charting your course in working with corporate executives...First let me begin by saying that this is where I think that you ought to be! About 10 years ago, when charging a higher fee than $35/day to conduct adventure activities was either unethical or usurious, I was considered a pioneer. Some people were horrified that this philanthropic endeavor in which they had been working was going to be something that people did for Profit! Others, however saw, finally, a way to make a decent, respectable living as they put themselves at risk and worked sometimes two and three weeks straight through. Well now that working with corporate dollars has become as common place as a ropes course at summer camps, there are opportunities to be above rather than at or below median income. And yet we are still making a worthy contribution to society while we are enjoying the privilege of doing what we like to do.

The meat of this workshop is really a narrower approach to your question perhaps: "How can I work, using my skills, in the experience-based training and development field?" Let's look at this groups demographics and make some general statements about your potential directions...

Put on overhead responses to focus groups' 4 questions.

Address each major category of present position to desired goal in terms of direction, resources, possible existing opportunities, probable personal contacts.

Close with 15-20 minutes remaining to allow specific, individual needs a voice to question and receive a response.

CORPORATE ADVENTURE: THE IMPORTANCE OF ASSESSMENT IN ASSURING QUALITY PROCESSING FOR TRANSFERENCE

Sabine S. Ehrhardt

Adult learning theory states that it is important to provide learning experiences where adults can see direct application to their unique situation in corporate training and development. In corporate training and development, an assessment can yield valuable information. It allows you to choose or design activities that raise and reinforce the ones that are relevant to the clients situation. Debriefs can be more targeted and transference more direct.

The following outlines the topics covered in the workshops:

I. WHY DO AN ASSESSMENT?

- To establish/understand the clients purpose for doing an outdoor program
- To establish/understand and manage the goals or outcomes expected by the client
- To design and choose activities that will address their learning goals
- To better target the debriefs
- To maximize participation potential

II. WHAT DO WE WANT TO FIND OUT?

A. Client Overview
   1. Information on company/organization.
   2. Information on participating group or team.
   3. Information on participating players.
   4. Information about their industry

II. WHAT DO WE WANT TO FIND OUT CONT.

B. Purpose / Goals
   1. Why do they want to do an outdoor program?
   2. What themes, learning goals or results do they expect?
      Teambuilding, Leadership Skills, Problem Solving, Creativity, Trust, Openness, Honesty, Communication/Listening Skills, Risk Taking, Empowerment, Recreation, Fun
   3. Is this part of another event?
      Another training program?
      A larger organizational change effort?
      A conference?
   4. Who made the decision?
   5. Is it to reinforce a group that's working together or are there major issues that need to be addressed?
   6. What's the current reality? The desired state?
   7. Any theory or classroom modules to be integrated?

C. Other Considerations
  1. How was it (will it be) communicated?
  2. Location / Length of Program
  3. Physical Abilities of Participants.

III. GATHERING INFORMATION : OPTIONS

A. Meeting with Team Leader or Decision Maker.

B. Meeting with Team.

C. Individual Interviews

D Surveys

IV. DESIGN PROGRAM / CHOOSE ACTIVITIES

V. FACILITATOR BRIEFING

VI.. DEBRIEFING FOR TRANSFERENCE

Sabine Ehrhardt has been designing and conducting outdoor experiential programs for corporate clientele since 1985. She developed the High Impact Training Program at Project U.S.E. and is currently directing The Leadership Connection and consulting with Renaissance Leadership. She helped found the A.E.T.D. (Association for Experience Based Training and Development), a network of professionals who conduct experiential programs for companies and corporations.

Cultural, Social and Ethnic Diversity Track

YOUTH, SERVICE AND THE CHALLENGE OF INTERNATIONAL DEVELOPMENT

Mark Ely

An examination is made of powerful emerging models of experiential education, which challenge traditional notions about:

1. programming and preparation;
2. community service;
3. problem solving;
4. leader/participant relations.
5. the potential for youth to contribute substantially towards community development, while expanding personal horizons.

Increasingly, international exchange is serving as an appropriate forum for experiential education. An international youth program which has received special citation from the international development community is highlighted as a model for discussion. Community development, environmental research and health projects are conducted in developing nations by young volunteers aged 17-25. Participants represent five developed and less developed countries, and combine their resources for a three-month period in the host country. Projects include assistance with sight-restoring cataract operations; scientific wildlife studies, the renovation of schools and health clinics; improvement of sanitary or drinking water facilities; and expeditioning to remote areas for needs assessment, inoculations etc.

A distinction is made between community service and community development. The self-help model of community collaboration is examined, and we look at some of the benefits of a team approach to problem solving. Participant selection and preparation are assessed, and the constraints of traditional educational programming are evaluated alongside the special requirements for a more responsive model in developing regions. Some consideration is made for the special accountability required of group leaders. A brief analysis is made of some less successful contemporary approaches to international experiential/development programming. Examples are illustrated with slides. There is room for open discussion.

Mark Ely grew up in Australia, completing high school, teacher's college and university studies in his home town of Brisbane. He taught high school English in the Australian Outback, before serving as a Senior Instructor with the Australian Outward Bound School. In 1985 Mark was recruited to North Carolina as National Selection Coordinator for Operation Raleigh, a worldwide series of international youth leadership expeditions. He joined Toronto-based Youth Challenge International in 1989, when he managed an international youth development project in Guyana, South America.

He presently works as Director for Resource Development with the Katalysis Foundation, a private non-profit organization dedicated to self-help assistance of low-income people in Central America.

EMBRACING OUR COMPLEXITIES THROUGH THE TELLING OF OUR STORIES

Moon Joyce

Who am I ? How do I define myself? With whose language and tongue do I speak? What is my story? Where does it come from? And why do I tell it differently in each context? Why do I feel like an outsider ?

This workshop is an experiential workshop that centers on the telling of our stories. By this intense act we will come closer to embracing our complexities and honoring the complexities of others in the circle. Maria Linklater, an Ojibwa elder, teacher, medicine woman and healer living in Thunder Bay, Ontario teaches that "the only thing we can truly claim as our own is our truth." This truth is therefore sacred as it embodies who we are at our center. In a global context ruled by ideologies and institutions which value domination and control and which operate from a place of estrangement and fragmentation, diversity is stratified into hierarchies and difference is regarded as "Other" and unbridgeable. Living in this world of oppressions and learned oppressive behaviors, our own truths are therefore often disembodied and fragmented. As women we particularly suffer the oppression of male violence and the devaluation of all things female from infancy. By choosing a circle of women we are choosing to start from a location of being female as an initial common category of self-definition. From there we will explore our diversities.

Through the telling of our stories, we create sacred space and experience being both separate (in the margins) and connected (through the center) in our differences and our points of intersection and common experience. The re-membering of our-selves is a risky and revolutionary act - thus the need for the creation and maintenance of sacred space.

The telling of our stories is the first step in the process of meaning-making and the beginning of theory creation through naming and describing. It is a holistic learning process that incarnates the deconstruction and reconstruction of our reality. We are subjects of our own research and by embracing the "chaos of our subjectivity"1 we journey deeper into the politics of our own immanence - our own power-from-within. The telling of our stories is also the first step to anti-oppressive learning and the learning of ally behavior.

By selecting vignettes of our lives that unveil who we are, we give voice to a deeper knowing of self and of context. By creating space to do this, we take responsibility for context and can begin to see our truth against a backdrop that affects our choices of story and language: what I choose to say and where I choose to say it is as significant as what I actually say.

Our realities are made up of stories that piece together partial knowings, complex connections, and contradictions. By telling and retelling our stories we begin to see the intricate weave of our lives, alone and in community.

Format and Method:

We will form a circle which must remain intact for the duration of the workshop. People who have difficulty with this requirement are asked to choose another workshop.

The facilitators, with the cooperation of the participants, will be responsible for creating and maintaining the highest degree of safety possible and will insist that confidentiality be upheld for all who choose to be a part of this circle. It will be a sacred teaching circle and may include singing, dancing, or emotional release, as appropriate for the needs of the participants. The participants will be encouraged to give voice to their needs - including the need for silence.

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1 Rockhill, Kathleen 1986. The Chaos of Subjectivity - transcript of a lecture delivered at the Ontario Institute for Studies in Education (OISE), AFil 7th, 1986 for the "Popular Feminism Lecture Series" Canadian Woman Studies/Les Cahiers de la Femmes, Vol. 8 No. 4

Environmental Issues and Education Track

OH DEER, IT'S A WHOLE BRAIN!

Lynn Fink, MS Ed.

Experiential education and whole brain learning are perfect companions. Barbara Clark s Integrative Education Model (i.e. whole brain learning) can provide a structure for implementing environmental education lessons. By using whole brain learning as a framework, teachers can be assured of addressing all four domains of intelligence (cognitive, affective, physical/sensing, intuitive). Research has clearly shown that children learn more readily when their whole beings (i.e. all domains of intelligence are involved in an experience.

This workshop will begin with an introduction to Clark's Integrative Education Model. Included in this introduction will be a brief explanation of the structure of the brain and the ways in which new research in learning supports the Clark Model. Next, participants will take part in a whole brain lesson on Habitat , including outside games from Project Wild. After the lesson is concluded, participants will have an opportunity to evaluate the activities and determine how the various exercises addressed the four domaines of intelligence.

Management and Administration Track

MANAGING THE LOGISTICS & PSYCHOLOGICAL IMPACT OF CRISIS

Dr. Bruce Muchnick

R. Mark Davis

This two-fold program will explore the complex logistics and psychological issues of managing a crisis. We will consider legal, financial, public relations, staff and participant perspectives. The goals of this workshop are to:

1. Provide an expanded knowledge for managing a crisis
2. Relate techniques for communicating with the press, clients, the sponsoring organization, etc.
3. Provide methods for coping with the psychological impact of crisis (individuals and groups)
4. Examine, with care, the experiences we've had with crisis
5. Formulate guidelines to reduce the likelihood of crisis occurring
6. Develop procedures to help us handle crises once they have occurred

As professionals, we work hard to create a setting in which, away from daily distractions and pressures, children and adults can relax and experience the spontaneous joys of the outdoors. We also recognize that these experiences are part of real life and that we are not immune from crisis. Fires have ravaged and destroyed buildings; rivers have flooded and devastated camp sites; participants have left abruptly to return to a family in which someone was killed while they were away at our program; and some have drowned, been seriously injured or killed in accidents.

Thinking about the possibility of a disaster is difficult, disquieting, and understandably stressful. We can derive satisfaction and peace of mind, however, by facing our distress, by understanding the complexities of a "crisis," and by adjusting our ways of coping accordingly.

Learning from these experiences, we can return home with increased confidence in our ability to face life's many challenges. This workshop is designed for administrators who have established risk management programs and who need to prepare themselves and their organizations for a future crisis. Attendees will be expected to participate in the workshop through role-playing and scenarios.

BIOGRAPHIES OF PRESENTERS

Dr. Bruce Muchnick

For 18 years Bruce Muchnick has had an active private practice in psychology . He holds a B.A. in Psychology, M.Ed. in Counseling and Guidance, and an Ed.D. in Counseling Psychology from Temple University in Philadelphia. He has worked with children, adolescents, adults, attorneys, educational administrators, physicians, and teachers; and supervising practitioners in psychotherapy.

Bruce works closely with summer camp owners, directors, staff, and camping professionals throughout the year, providing material for the media on camp-related topics, in-service programs for staff on the psychological adjustment of campers and counselors, and on-site consultations with owners, directors, staff, children, and parents during the camp season. He also consults with boarding school and day school administrators and staff throughout the year.

He is a professional member of the Academy of Psychosomatic Medicine, The American Camping Association, the American Psychological Association, the Pennsylvania Psychological Association, and is on the Board of Directors of the Eastern Pennsylvania Section of the American Camping Association.

R. Mark Davis

As a native of Western North Carolina, Mark has been involved with outdoor education since childhood. He has served as an instructor and administrator with the American Youth Foundation, The Boy Scouts of America, and the Episcopal Diocese of North America. He has a B.A. in intermediate education from the University of North Carolina and has taught in the public, private and alternative classroom sectors, both domestically and overseas. The age range of the groups he has instructed is from 5 to over 40 years. Mark holds a Unites States Coast Guard Masters license, and is certified to captain vessels of 100 tons up to 200 miles offshore.

As an Outdoor Educational Consultant and Risk Management Trainer, Mark has conducted full length programs in 16 states and 10 countries. These programs focused on risk assessment, crisis management, cross-cultural curricula, and logistics.

Currently, Mark is the owner/operator of Camp Wonposet for boys in Litchfield, Connecticut. Established in 1906, Camp Wonposet is a multi-cultural community that offers a traditional camping program. In 1989, his camp suffered a direct hit with a tornado while 180 people were on site. Because of an effective crisis management plan Mark and his team were able to reconstruct 11 buildings in 16 days and re-open to continue the season.

Outdoor Leadership Track

PROMOTING STAFF CAREERS IN OUTDOOR EDUCATION

Molly Hampton
Personnel & Program Director
National Outdoor Leadership School (NOLS)

Dee Edelman
Training Consultant
Past Director of Kurt Hahn Center

Dan Garvey
Director of Merrowvista Education Center
Past President of AEE

Presentation Goal

To look at current and future trends in outdoor education careers for both women and men and to help managers staff outdoor programs.

Presentation Description

A workshop for women and men interested in professional careers in outdoor education and for managers staffing outdoor programs. We will discuss different recruitment and retention of high quality staff, including discussions on hiring, training, evaluating and compensation. The focus will be on both current and future trends.

AEE - TRENDS IN EMPLOYMENT

For the past 12 years the Association for Experiential Education has published the Jobs Clearinghouse (JCH), which is a listing of positions in the broad field of experiential education. During this 12-year period, this publication has sustained a steady growth in the number of positions being advertised each month. Most recently we have witnessed a substantial growth of 16% in the positions listed. Each month more than 90 positions are advertised. This growth in jobs is a good indicator of the strength of experiential education as a possible career.

The length of time AEE has been involved with the publication of the JCH, and the recent increase reveals some trends which are worth noting. In the early days of experiential education, if one were interested in becoming an outdoor instructor the primary employers were Outward Bound, the National Outdoor Leadership School (NOLS), and the more traditional summer camp settings. The number of "spin-off" programs has greatly increased the employment possibilities for future and continuing outdoor leaders. Based upon a review of the positions advertised in the JCH over the past few years the following general categories of employers seem to emerge:

- Programs for "Troubled Youth"

Residential and day programs appear to be a solid employment opportunity as more and more communities attempt to use experiential education as a method to address the problems associated with teenagers.

- Therapeutic Programs
There has been an increase in the number of private and public psychiatric hospitals and clinics which are including adventure-based counseling with the more traditional treatment plan. A great increase in the number of ropes courses constructed at these facilities indicates a commitment to adventure therapy.

- Programs for People With Physical Disabilities
A steady increase in these positions is anticipated for the foreseeable future as this culture begins to focus more seriously on the need for accessibility and inclusion. Results have been substantial and the number of programs serving this population appears to be on the rise.

- University and College Programs
In addition to the traditional outing clubs which have been a part of many post secondary institutions for decades, universities and colleges are moving experiential education closer to the academic center of the institutions by including these activities in orientation programs and academic departments. Many universities are beginning to recognize the profound learning which is possible using these methods.

- Corporate Training Programs
This is perhaps the fastest growing area for possible outdoor leaders. Business has "discovered" the value of experiential education as a training and development tool and is sending ever increasing numbers of executives on adventure retreats.

- International Programs
Increasingly, programs are advertising adventure trips for young and old to some rather remote areas around the world. This trend should mirror the general trend in the U.S. of more frequent and longer international travel with an emphasis on unique and challenging activities.

- School Programs
The recent failures of the American school system have encouraged traditional educators to re-examine the role of experiential education. The result has been a slight increase in the number of school districts employing experiential educators either full-time or as a necessary qualification for another position.

These are but a few examples of the possible job opportunities for well qualified experiential educators. It should be obvious that those seeking employment and advancement must be, in the words of Richard Kimball, "bilingual in two languages." First, staff must understand the unique requirements of safe travel and leadership in the outdoors.

But this is no longer fully sufficient. Staff must also be able to speak the language of the group they are working with in the field. In the past, organizations brought their own staff on outdoor activities and used the experiential educator only as the guide in this often new environment. Today, there is an increased expectation that the outdoor instructor will possess a fundamental understanding of the unique needs and potentials of the client group. The implication is obvious. One must be both a competent outdoor leader and a competent teacher, therapist, corporate trainer, etc. To meet these new expectations, future and continuing staff must approach outdoor leadership as a profession.

CAREERS AT NOLS

The National Outdoor Leadership School (NOLS) has seen an increase in staff of over 30% during the last five years. Our field staff now number 270 per year with about half of them focusing on NOLS as their primary career.

Our program has increased in several major areas, all centered around wilderness education. They include:

- Educating the Educators

We now have many more students who are involved in education. Federal land agencies (NFS, NPS, and BLM) contract with us to train wilderness rangers and become involved in wilderness management decision making. Our courses for instructors and outdoor educators have also increased and requests to give on-site seminars and workshops to other outdoor programs are more numerous then we can fulfill. These courses have demanded an increase in maturity and professionalism in our staff.

- College Semester Programs

Demand for 2-3 month long semester courses has increased a large amount over the last five years. The vast majority of the students receive college credit for their work. This provides year-round work to many of our staff and demands higher expertise in technical skills (whitewater kayaking and sailing for example).

- Administrative and Support Staff Opportunities

NOLS has branched out in order to broaden our mission. Beyond running field courses, we are developing our curriculum and libraries, writing more publications, running a research department (to include areas of research such as minimum impact camping, etc., and becoming more involved in public policy. Outdoor education staff have increased opportunities to work either in the field or in management. We now have about 100 administrative and support service positions.

- International Programs

We have received many requests from foreign countries to establish branches. Many of our own staff are encouraged to explore and propose new international areas. As NOLS increases diversity both within the U.S. (e.g. minorities, international students) and outside the U.S., our staff have needed better training in language and communication skills as well as in planning and management skills.

We expect and embrace change and growth at NOLS. Over the next ten years we feel there will be two ongoing trends in staff careers: 1) the degree of professionalism will increase, and 2) the opportunities for growth and a diverse career will increase.

At the AEE Conference, we will address specifically how NOLS is attracting, training, and sustaining the best available staff and educators to further our mission. Recent personnel developments include recognition of professional experience prior to NOLS, alternative ways to become a NOLS instructor, full-time faculty positions, and overall increased compensation and training. We will specifically address opportunities for women and minority staffing.

CAREER OPPORTUNITIES: A PERSONAL VIEW

Dee Edelman will offer advice on pursuing a career in outdoor education both in the field and in management. Dee has held a wide variety of positions and has a wealth of hands-on experience.

PRESENTERS ADDRESSES:

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Dee Edelman, 105 2nd St., Black Mountain, NC 28711

Dan Garvey, Merrowvista Education Center, Ossitee, NH 03864

CAREER MARKETING TOOLS

John D. Howell
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PERSONAL MARKETING STRATEGIES

In our research about successful career changes and job-seekers, we confirmed a fact that has been known for eons by human relations and communication specialists: A person's ability to relate well with others is directly correlated with his or her success! In most cases, successful people are happy people. Although this may seem rather obvious, it is our experience that people know that they have to get along with others--what they have problems with is HOW to do it! Let's review briefly some of the important relationship skills and how they affect the interviewing process.

Listening: Really hearing what another person has to say is a skill few of us possess! In interviewing, you are selling skills that fit an employer's needs. The question is: How do you know what those needs are if you don't first listen to that employer? Any good salesperson will tell you that in making a marketing call the first rule is to ask simple questions that will get the buyer talking and listen to pick up cues as to what his or her needs are and how your product (you) can meet those needs!

Warmth and Empathy: Identifying with another person's needs and concerns, communicating that you understand the person, and helping him or her focus on possible solutions are all ingredients in communicating empathic, and warm messages. This characteristic allows you the opportunity to focus on the interviewer and his or her immediate concerns. It allows you the opportunity to begin a dialogue that gets him or her talking and discussing problem areas where you can provide input.

Clarifying Statements: Listening skills and clarifying statements help you communicate accurately and understand the other person completely. Usually, this is accomplished by using words such as: "What I heard you say was..." or "Let me see if I understand you completely..." or "It sounds as if..."

Genuineness: Genuineness is a quality of representing yourself as you really are. That is recognizing your weaknesses, but maximizing your strength. Realizing that you are not super human and that you do have faults. It is sort of like being a real person, without facades or screens that veil the real you! Communicating genuineness is a real skill. It is done through eye contact, confronting all kinds of statements, and through voice patterns and tone. Genuineness also is the process of accurately and honestly expressing your feelings.

Caring and Involvement: Your previous research regarding the organization will assist you in communicating this ingredient of a relationship. Involvement means commitment on your part to really want to do something for the organization. Not only are you committed to the organization, you are committed to understanding the interviewer! In addition, you should communicate caring. That you, as a professional, care about the success of the organization and want to be part of it.

Did You Know That?

Stanford Research Institute says that the money you make in line of endeavor is determined only 12.5% by knowledge and 87.5% by your ability to deal with people. The Carnegie Foundation spent one million dollars over a five year period for research that proved that only 15% of a person's ability to get a job, keep a job and move ahead in that job was due to knowledge and 85% was due to his or her ability to deal with people.

INTENTION AND ATTENTION: KEYS TO TRANSFORMATIONAL LEADERSHIP

Ed Raiola

GOALS: The goals of this workshop were to investigate two key ingredients in developing one's ability to become a transformative leader. The workshop included some individual and group problem solving exercises, discussions, and presentation of concepts and material related to the role that **Intention** and **Attention** play in effective leadership.

DISCUSSION:

Everyone, regardless of their personal or professional status has an influence in other people's lives. The challenges that must be accepted by those who lead are enormous. Leaders function in all walks of life, at every level of society, in every household, every group.

If we think of leadership in its most elementary sense, it can be described as the process by which individuals exert influence, and second, the process by which others learn to accept a person's influence. Our experience in leadership positions as well as our work with leaders has convinced us that the likelihood that they will be successful in carrying out their tasks and satisfied with the process they use to accomplish them is greatly improved when they become aware of and use **intention** and **attention** in those dynamic leaders-follower interactions. The degree of success one has in exerting influence and enabling others to accept that influence is largely dependent on the interaction of these two elements.

REACHING SPECIAL POPULATIONS WITH LLAMAS

Sarah L. Meadows, LMSW

George W. Appenzeller, LMSW, LPC

A major difficulty in using wilderness in growth, recreational and therapeutic experiences is that many of the people who could most benefit from these experiences are unable or unwilling to do so for physical reasons. Children or older persons not strong enough to carry a loaded backpack, women with low confidence in their abilities, persons overcoming serious illnesses, all these and other populations could make good use of wilderness experiences, yet, without some help cannot do so.

Pack animals can, of course, be of great help in these situations. But the traditional animals used for packing, horses and mules, have two major drawbacks. First, they are hard on the environment. In the eastern United States, they are generally not even allowed in wilderness areas. Second, they require a good deal of care and are in a dependent relationship with human beings, with all that implies.

Llamas, on the other hand, are allowed in wilderness areas. They are easy on the environment and are, indeed, a walking ecology lesson. They do not require anywhere near the care other pack animals require. And, perhaps most importantly, they and human beings relate within the context of mutual respect.

This workshop will have three objectives: to provide practical information on using llamas with special populations; to provide information on the social structure of the llama packing string and its use as metaphor; and to give an opportunity for participants to observe and handle llamas.

Research and Evaluation Track

IMPROVING PROGRAM EVALUATIONS: UNDERSTANDING COMMON ANALYSIS MISTAKES

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Note: portions of the following summary come from the forthcoming article: I. R. Hunter and R. Brown, "The application of inferential statistics with non-probability type samples," *Journal of Applied Recreation Research.*

Experiential education professionals are constantly reading research reports and modifying their programs and personal body-of-knowledge based upon the findings. This process works smoothly even for professionals who possess a limited knowledge of statistics if the researchers and evaluators consistently analyze and interpret their data correctly.

This is, however, not always the case in experiential education. In fact, statistical and interpretation errors are quite common in both published research and program evaluations. This is a very serious matter for the less-statistically-knowledgeable research user. The presentation focused on one of the more common analysis errors: the use of inferential statistics with data which were collected using non-probability type samples.

Inferential statistics use sample data to arrive at one or more conclusions about the population from which the sample was selected. Logic dictates the sample must be representative of the overall population from which it is drawn. However, one cannot assume or pretend that all types of samples are necessarily representative of the populations from which they are chosen. Non-probability sampling methods do not insure that a sample truly represents the population being studied.

Non-probability samples (e.g., quota samples, convenience samples) can provide useful insights and important information. Data from such samples can be presented and studied using a variety of descriptive statistical methods--measures of central tendency and dispersion, graphs and tables, etc. With this type of sample, however, it is not appropriate to apply inferential statistical methods (e.g., the reporting of p-values and levels of significance along with test statistics).

When EE research users come across research which utilizes inferential methods without probability sampling the following recommendations were offered:

1. Write to journal editors and tell them you object to the practice of publishing articles which include major violations of statistical assumptions.
2. When using such articles, conduct your own "analysis" based upon the descriptive statistics presented in the article: ignore the inferential-based results, conclusions, and recommendations.
3. If the necessary descriptive statistics are not part of the article, write to the author(s) requesting them.

EVALUATING OUTDOOR-BASED EXPERIENTIAL EDUCATION: NEW DIRECTIONS FOR THE 1990's.

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STUDY 1

An outdoor-training program was used as part of the graduate requirements for MBA students. The goal of this study was to determine changes in MBA behaviors, attitudes and performance when they are exposed to experiential activities during their graduate studies. A comparison group of graduate students not exposed to an outdoor-based experiential program was used for the analysis. A similar study with corporate executives was used to be compare outcomes. Subjects are new MBA students.

Description of the OBET program

A three day program. Initial activity is a goal setting exercise prior to the actual outdoor program. Day 1 consists of a series of low ropes emphasizing the skills of team-building, communications, leadership skills, and problem solving/creativity. Activities include the acid river, the poison peanut butter pit, spider's web, and blind square.

Day 2 is a day of rock climbing. The emphasis here is aimed at developing trust in ones fellow participants, risk-taking and its business implications, and in stretching one's limits.

Day 3 consists of a classroom leadership seminar in the morning, and a series of high ropes activities in the afternoon. The program concludes with a debriefing on the following morning.

Results

CONTROL GROUP VERSUS PARTICIPANTS

MEASURE	NO TRAINING	TRAINED
Attitude	—	6.12
Locus of control	2.94	2.90
Faith in peers	4.78	5.39*
Confidence in peers	4.52	5.10*
Trust	4.65	5.25*
Self-esteem	2.45	2.11*
Group homogeneity	6.36	7.80*
Group clarity	4.83	5.90*
Group cohesiveness	4.73	7.52*
Group awareness	5.31	7.08*
Group effectiveness	3.30	3.52
Self-assessment	5.78	5.62
Problem solving	5.64	5.88

N = 41 (OBET participants)
N = 43 (Control group - no training)

* A significant change was found in the group members who attended outdoor training, versus those who did not.

LONGITUDINAL STUDY

MEASURE	BEFORE	AFTER
Attitude	5.92	6.12
Locus of control	2.96	2.90
Faith in peers	4.78	5.39*
Confidence in peers	4.76	5.10*
Trust	4.77	5.25*
Self-esteem	2.43	2.11*
Group homogeneity	5.66	7.80*
Group clarity	4.60	5.90*
Group cohesiveness	5.00	7.52*
Group awareness	5.09	7.08*
Group effectiveness	3.36	3.52
Self-assessment	4.74	5.62*
Problem solving	5.31	5.88*

N = 41

* A significant change was found in the group members in these measures after training.

Discussion

Significant improvements were found in both studies in the trust measures (faith in peers, confidence in peers and overall trust), in self esteem, and in the group awareness measures (homogeneity, clarity, and cohesiveness). While increases were found for the study group in self-assessment and problem solving, the lack of differences in the post measures with the control group leaves any conclusion open to question.

STUDY 2

A second study involved the evaluation of the effectiveness of a facilitator training model. This study was conducted over a two year period and involved over 700 OBET participants. The same facilitators and program was format was used in both years. Initial facilitator training was primarily "hands-on" and emphasized the "program" skills (how to run each of the initiatives). Prior to the second year of the program these same facilitators attended an in-depth three-day facilitator training program which emphasized the "softer" skills involved in selecting activities, setting goals, and de-briefing.
The results of the two OBET programs were compared as a means of testing the effectiveness of the facilitator training model.

Results

A MANOVA analysis was done comparing the 1989 OBET program with the 1990 program. Both programs were one day, low ropes programs, with a basic focus on team building. Seven variables (attitude, locus of control, self esteem, problem solving, trust, group effectiveness and group awareness) were measured using a pre/post design for both years. The change (improvement) scores were the variables of interest in this study. An overall significant improvement in the change scores was found in the 1990 program versus the 1989 program (Wilk's lambda = .93023, $p < .01$).

Individual ANOVA's found statistically significant differences in two of the seven variables, attitude ($F = 10.46$, $p < .001$), and group effectiveness ($F = 3.44$, $p < .05$).

Discussion

The facilitator training program produced a significant overall improvement in the effectiveness of the OBET training program. Thus, training facilitators in skills such as activity selection, goal setting and de-briefing was effective in improving the overall value of the OBET program.

STUDY 3

The third study was of a OBET corporate program. This was a 3-day program with both high and low ropes activities, and which strongly emphasized the bonding of the group members. A control group, which received no OBET training, was used for comparison purposes. Subjects were all managers of the company.

Results

MEASURE	BEFORE	AFTER	CONTROL GROUP	
			BEFORE	AFTER
Attitude	5.00	6.60*	4.32	4.52
Locus of control	2.52	2.18*	2.70	3.00
Self esteem	5.58	6.08*	5.48	5.03
Trust	5.55	6.02*	5.39	5.35
Faith in peers	5.70	6.19*	5.39	5.37

MEASURE	BEFORE	AFTER	CONTROL GROUP BEFORE	CONTROL GROUP AFTER
Confidence in peers	5.40	5.85*	5.39	5.33
Group awareness	5.66	6.21*	5.24	5.13
Group homogeneity	6.14	6.58*	5.92	5.55
Group clarity	5.21	5.91*	4.88	5.05
Group cohesiveness	5.63	6.15*	4.92	4.80
Group effectiveness	3.77	3.98	3.44	3.43
Change (Acceptance of)	5.50	5.87*	5.55	5.36
Leadership style	4.17	4.19	4.15	4.21
Org. commitment	4.82	5.44*	4.89	3.38
Risk propensity	3.35	3.36	3.97	3.78

N = 43 (OBET participants)
N = 12 (Control Group - no training)

* A significant change was found in the group members in these measures after training (or at the post measure).

Discussion

No significant changes were found in any of the control group measures. Significant changes were found in all measures except group effectiveness, leadership style and risk-taking propensity in the OBET trained groups. The OBET program was very successful in altering a number of organizationally desirable variables.

Safety Track

MEDICAL SCREENING PROCEDURES FOR EXPERIENTIAL PROGRAMS

David Johnson

Recent trends in experiential education indicate that typical students tend to be older and less active than they once were. Medical screening, always a difficult procedure, becomes further complicated by an aging student population. Applications for experiential programs usually include detailed medical histories, but administrative staffs of such programs are often not well enough informed about conditions like hypertension, and stomach ulcers to adequately deal with these applications.

David Johnson has created a simple and clear procedure for action on 57 problematic medical conditions. This procedure lists definitive criteria for acceptance, medical rejection or physician referral on each condition. David's presentation will focus on appropriate and consistent medical screening procedures for experiential programs.

David Johnson is an Emergency Physician with ten years of clinical experience. He has served as consulting physician for a number of experiential programs including the Hurricane Island Outward Bound School. David is also an Executive Board member of and instructor for Wilderness Medical Associates, an organization specializing in medical training for experiential educators. For more information contact WMA at 207-665-2707.

PEER REVIEW PROGRAM DEVELOPMENTS

Jim Waol

Doug Gray

Workshop Description:

In the past year, AEE members in the New England and Southeastern regions have developed the Peer Review Pilot Model, Second Edition, and several peer reviews have been conducted. There is some consensus that this model can serve as an instrument for national peer reviews and, possibly, for an AEE accreditation program. We need to share this model, to network and "Build Partnerships", and to define concerns for a nationally consistent program. Please come and contribute your ideas and expertise.

Summary:

After the Southeastern Regional AEE conference last spring, Jim served as the Regional Senior Reviewer and organized three peer reviews. Teams of three or four reviewers visited the land programs at Nantahala Outdoor Center, the outdoor program at the University of North Carolina in Charlotte, and the Charleston County Parks and Recreation program in South Carolina. Each Review Team Leader ensured that the review team either a) wrote according to the Pilot Model or b) documented changes from that model. Jim will share their evaluative comments and reviews.

In New England, just prior to the regional conference last spring, Doug served as the Regional Senior Reviewer for a review of the Daniel Webster Boy Scout Council programs in New Hampshire. Mike Gass served as the Regional Team Leader, along with Keith King and Jed Williamson. Their review document will be available as a training instrument. Doug will talk about the development of the peer review process nationally and the results of the National Task Force on Accreditation meeting scheduled for Thursday, October 24.

There are several workshops addressing the development of the peer review program and an AEE accreditation system. We are targeting those practitioners and program directors who may be less familiar with this model.

We intend to solicit your ideas actively, so that this accreditation program is of the highest quality, and so that it serves the needs of AEE members. Copies of the pilot model will be available at our workshop. If you would like more information, a copy of the model, or a copy of the peer review directory, send $5.00 for mailing and copying to Doug Gray, Tilton School, Tilton. NH, 03276. Make checks payable to: AEE-NERAC.

NEW ENGLAND PEER REVIEW UPDATE
(9-12-14)

In the past few months the peer review program has been developing nationally more than locally.

The New England Peer Review Pilot Model, 2nd Ed. was used for at least three reviews in the Southeast, under the supervision of Jim Wall and Mike Fischesser. They have also begun to do some networking and colleague visitations in the Southeast. In New England, the review of the Daniel Webster Council Boy Scout programs was formally completed by the Review Team Leader, Mike Gass. Jed Williamson and Keith King helped Mike create an excellent model document for future reviews anywhere in the nation.

When the National AEE board met this summer, they charged Ted Wichman with the responsibility for coordinating national development of the peer review program. Ted is the Director of Touch of Nature at Southern Illinois University and he has already begun to "carry the torch" which was lit here in New England. Ted has created an AEE Task Force for Accreditation that will meet at Lake Junaluska on Thursday, October 24, just before the National Conference. Over 30 people have responded affirmatively to Ted s invitation and the mailing list reads like a Who's Who of Experiential Education. (If you would like to be included, please contact Ted or me and we will gladly include you.) Representatives from New England who were sent invitations include Dan Garvey, Phil Costello, Thomas Dyer, Keith King, Priscilla McClung, Simon Priest, Dick Prouty, Mitchell Sakofs, Joe Stehno, Mark Wagstaff, and Jed Williamson. The first item on the agenda was to assemble these major players in one room. That completed, we hope to define nationally consistent standards (legally, fiscally, ethically, and programmatically), training procedures, an appeals committee, and then to begin organizing regionally. The day promises to be too short, but will be a major first step toward accreditation.

At the National Conference there will be several workshops related to peer review. Ted will lead the plenary panel discussion reviewing the findings of Simon Priest s recent study. Basically, that study found that 74% of the AEE organizational members favor accrediting adventure programs.

Mike Fischesser, founder of the Kurt Hahn Leadership Center and a nationally renown reviewer, will lead two workshops with Steve Webster of Project Adventure and Pecos River Learning Centers. They may be joined by Priacilla McClung, who is National Safety Director for Outward Bound. Their first workshop, entitled "The Importance of Periodic Safety Reviews for Your Program", promises to be detailed, inspiring and experiential. Their second workshop, entitled "Exploring the Role of Safety Review Teams", should address specific questions about the tone of a review team member.

In addition to these provocative workshops, Doug Gray will explain the developments of the peer review program, in New England and nationally. All of these workshops will most certainly reflect the outcomes of the National Task Force meeting.

To twist the bumper sticker adage, most of us need to consider ways to "Act Locally." How many of us have visited a colleague s program since the Spring newsletter? What programs would you like to visit? How can you obtain the address or contact person? The single answer to those questions is that we must reach out to each other in the forthcoming months. Use the AEE directory to initiate those calls. Write me for a list of over 60 people already active with regional reviews. Begin to network. Write me if you would like a copy of the New England Pilot Model (and send $5.00 for postage to AEE- NERAC c/o Tilton School, Tilton NH 03276).

Ask yourself in what ways you can professionally develop. Then commit your winter months to professional growth. Set realistic "October through April" resolutions if your program is largely summer-based. The point is that we have a tremendous amount of expertise within our region, and we have many geographical advantages over other parts of the country. Before the next newsletter goes to press, I'd love to hear that several visitations or reviews are occurring. Keep me posted! Keep reaching out locally, while growing professionally.

Biographical sketches:

Jim Waol (see Ann Jacobs for his sketch)

Doug Gray directs the Outdoor Program at Tilton School, in Tilton, New Hampshire, and serves as a New England Regional Advisory Committee (NERAC) member. He is an Outward Bound instructor and a NOLS instructor course graduate and he is concerned about the future and quality of our programs.

Schools and Colleges Track

OUTDOOR PROGRAMS IN TRADITIONAL SCHOOLS : MAKING THEM WORK

Ernest Jones, M.S.W.

Getting Started: Small Can Be Beautiful
Networking
Assessing Staff Skills
1,2, and 5 year goals
Insurance

* Identifying Allies: Staff Student, Parent, Faculty/Line Staff Administrative.

Program Goals For Students: Safety Awareness
Leadership Opportunity
Develop Self-confidence
Fun
Physical Challenge
Natural History
Human History
Cooperation/Team Building
Area appropriate skills (e.g. map & compass, paddle captaining, etc.)

Program Goals For Staff/Administration: Safety Assessment
Professional Qualifications
Continuing Education
Trip Scheduling
Staff Recruitment
Networking Comparable Programs
Committees ?

* Lists: Backpacking —-Example of lists to show what is necessary/appropriate with respect to equipment standards, explanation of gear stuff (eg., poly-pro to keep warm if wet, etc.)

* Call Guide/ Emergency Info.: Necessary Info.
Format that folks can understand & use at will.

Budget Areas: Transportation
Regular Staff Salaries
Contract Staff Salaries (Sample Contract)
Operating Budget
Capital Budget Items
In & Out Accounting (Food & Consumable Supplies)
Record Keeping: Incident/Accident Reporting
Staff
Program Handbook
Budgets

THE CALL OF THE WILD

Barbara Klingman

Sam Houston State University
Division of Health and Kinesiology
Huntsville, TX 77341

Abstract

Can adventure education programs be justified within the traditional college curriculum? Can they be utilized to provide an effective and innovative alternative for enhancing the college undergraduate experience? The issue of character development as the by product of a traditional college experience is in question. Share and discuss the results of research in this area.

Goals and Objectives

1. To share my findings in this area
2. To learn what others may have to say about their experiences with character development in their participants
3. To make it an enjoyable learning process for all concerned, including me.

Investigating the Relationship Between Adventure Education, Character Development, and the College Curriculum

The purpose of this research was to investigate the potential utilization of adventure education programs to provide an effective and innovative alternative for enhancing the college undergraduate experience. Initial research consisted of performing an in-depth study of higher education's curriculum reform literature as well as studies and literature on adventure education programs. Specific components of the curriculum reform literature regarding the need for character development were then correlated with attributes discovered in the adventure education literature. The interrelationship that developed provided a theoretical rationale from which to propose that adventure education programs could indeed addressed many of the objectives of the recommended curriculum.

The next step in the research was the implementation of a quasi- experimental study designed to see if an adventure education program located in the traditional college curriculum was affecting the character of the students involved. Four character traits were targeted: responsibility, self-acceptance, socialization, and tolerance. The California Psychological Inventory was administered to the students in a pretest/posttest design at the beginning and end of the semester. Scores were studied using the ANCOVA statistical method. None of the scores on the four scales were found to have changed significantly at the .05 level. However, a qualitative questionnaire administered along with the posttest did reveal perceived changes in the character of the subjects. Confidence, responsibility, interpersonal or social skills, and risk taking were strongly perceived by the students as being positively affected by their participation in the adventure education course.

It was concluded that adventure education programs could provide an effective and innovative alternative for enhancing the college undergraduate experience. Adventure education programs, possibly more then any single incumbent program, have provided evidence in support of this claim. Their implementation in the college curriculum should be considered.

It is recommended that future researchers find and utilize a more sensitive measurement instrument or conduct a longitudinal study. Adventure education programs in various settings of the college curriculum should also be studied.

Bibliographical Sketch

Barbara Klingman, Ed.D.

B.S., Tulane University; M.S., Texas A&M University; Ed.D The College of William and Mary in Virginia. Barbara is currently in her sixth year of teaching at Sam Houston State University and is the coordinator of the recreation courses. Her interest area is in adventure education and the effects of such programs on the character of the participants. She has been working with various adventure education programs for the last eleven years. Research for her presentation was completed in the summer of 1991.

LEADERS OF TOMORROW WORKSHOP

Laura McClenny

Participants will learn how LEADERS OF TOMORROW, an experiential leadership development program, has made a positive difference in the lives of high school teens in Appomattox County, Virginia, and how these teens have used skills and knowledge gained in the program to meet identified needs of youth. Teens will assist in the workshop. The presentation is outlined below.

I. Overview of LEADERS OF TOMORROW
   A. Bonding activity--Getting to Know You
   B. Leadership Styles--What's Yours?
   C. How LEADERS OF TOMORROW Started and My, How IT's Grown!

II. How LEADERS OF TOMORROW Is Meeting the Top 5 Needs of Youth(as identified by participants)
   A. Having a Sense of Purpose
   B. Someone to Talk to
   C. A Voice in Community Decisions
   D. Churches More Concerned with Youth
   E. More Teen Activities

III. What Makes It Work
   A. Teamwork and Cooperation--Atomic Circles Activity
   B. Retreat Setting--Welcome to Beautiful Holiday Lake!
   C. Flexibility of Thinking--Who Says Midnight Has to be Bedtime?
   D. Problem Solving--The Human Knot
   E. Leadership Contracts--Using What is Learned
   F. Group Roles and Interactions--Headbands
   G. Evaluation--Keeping in Touch

IV. Questions, Answers and Idea Sharing for Initiating a Similar Program in Other Areas

Four LEADERS OF TOMORROW youth and adult volunteer Lloyd Walton, recently retired county school superintendent, will be part of the team presentation. Amena Johnson, senior, third year LOT participant; James Guill, junior, second year LOT participant; Lee Wiggins and Jody Youngblood, juniors, trained as Natural Helpers in their second LOT year are the youth presenters.
Our workshop will begin with "Who Are You," a bonding activity. Participants will discover more about each other by comparing numbers. Bonding is a vital aspect of the success of this program.

Goals of LEADERS OF TOMORROW training for our youth are: learning leadership styles and behavior; developing skills in team building, problem solving, communication, goal setting, meeting management, dealing with peer pressure, recognizing hidden agendas and having a voice in community decisions;

identification of youth needs; values identification; self knowledge; unlocking creativity; and developing leadership contracts.

Youth will demonstrate authoritarian, democratic and laissez-faire styles of leadership utilizing a building block activity. Styles of leadership will be explained and the group will discuss when it is appropriate to use each.

LEADERS OF TOMORROW is still "Building Partnerships" to make "Today's Opportunities Tomorrow's Realities." The original partnership included grant funding from VA TECH's Community Resource Development, retreat training by local Extension Staff and student participants and faculty sponsors from our county high school. In the four years of this program about 125 youth have received training with many of these remaining in the program 2 or 3 years and helping train new LOT. Additional partners added include Appomattox Elementary School, all town and county boards and committees, civic clubs, churches, local businesses and numerous prominent individuals.

One training session on consensus building results in agreement on the top 5 needs of youth and developing strategies to meet those needs in our area. Many of these strategies have been implemented by LOT inspired projects.

The need to have a sense of purpose is being met through the LOT program itself. Youth strive to develop a sense of purpose for elementary school youth at risk through Project Smile, a big brother/sister type program. Leadership action contracts for community service projects have given direction for LOT and other youth in their clubs and school.

The need for someone to talk to is being met with a mentorship program. Each LOT has an adult mentor. Because many youth have wanted a peer counseling program, the Natural Helpers kit and trainers were obtained and 28 youth and adults received peer helpers training.

Appomattox youth have been accepted on all county and town boards and committees as voting members except where prohibited by state law. The county administrator and town mayor serve as mentors and friends for LOT. These youth truly have a voice in community decisions.

Several area churches, on learning that churches being more concerned with youth was a top need, have hired youth pastors, established a youth lounge or increased their youth ministry. LOT are volunteering to serve on church committees and help with church projects. Appomattox now has a new community center and office on youth. There have been after prom parties for the past 3 years. Limited funds have prevented the schools from being able to provide activity busses, but this may change and help provide more teen activities and cooperation will be demonstrated by the atomic circle activity. The importance of a retreat setting is vital-contact your closest 4H center. Flexibility of thinking will be demonstrated and applied to scheduling. The human knot activity will address problem solving. Youth will discuss their leadership contracts and how they are using what they have learned. Group roles and interactions will be illustrated by the headbands activity. Use of evaluations throughout the program, not just at the end will be discussed.

The wrap-up will provide an opportunity for workshop attendees to ask questions. The teaching team will share ideas on how to replicate the program.

BRINGING EXPERIENTIAL LEARNING TO THE TRADITIONAL CLASSROOM

Jim Moll

This presentation will actually be more of a symposium. Too often, we continue to teach in established patterns do to the lack of an alternative. We will spend some time sharing experiential activities that have worked for us with each other. Look at it as expanding your repertoire! Bring a lesson plan or activity to share with you to this meeting.

BRIDGING THE GAP
EXPERIENTIAL EDUCATION IN THE TRADITIONAL SCHOOLS

Bill Poceta

Jayne Allen

The Dearborn Public School's B.A.C.S.T.O.P. Program (Better Acquisition of Cognitive Skills Through Outdoor Programming) is an experiential program within a traditional K-12 school system. Project B.A.C.S.T.O.P. was adopted by Dearborn Public Schools in October, 1978 through funding by the Michigan Department of Education Title IV-C Demonstration grant. The program originated in the Battle Creek Public Schools and addressed itself to the needs of a junior high school which was experiencing declining student achievement, racial tensions, vandalism, and low staff morale. B.A.C.S.T.O.P. was designed to remedy this situation.

Many of the activities of the program are patterned from Outward Bound strategies and bring students together in situations requiring that they communicate and work together to bring about a positive and successful experience. The expectation was that the dynamics would carry over into the regular school program when students returned to their ongoing educational activities. Follow-up studies indicated that the program was indeed successful and consequently it was offered for adoption by other school districts by the Michigan Department of Education. Although Dearborn was not experiencing Battle Creek's problems, Project B.A.C.S.T.O.P. was viewed as a program which would benefit all children.

The program is voluntary for students and staff. Staff members must be trained and certified before they can facilitate any B.A.C.S.T.O.P. activity. We are unique because our program employs facilitators from teachers of all grade levels. We have elementary teachers who are trained and are working with high school age students. The program not only allows students to develop team support, but allows teachers as well to become supportive of one another which helps to alleviate teacher "burn-out".

Staff training consists of a three to five day experiential component. The trainees must then accompany a B.A.C.S.T.O.P. group on the three different trips that comprise the B.A.C.S.T.O.P. program. The trainees practice and review safety procedures and techniques and then lead a group through initiatives and a high ropes course with an experienced facilitator observing. Certification must be maintained by leading a group a prescribed number of times annually and/or by participating in review workshops. Currently, Dearborn has 20 staff members who are certified facilitators and 5 trainees.

The program consists of a three-day ropes course experience, a winter camping trip and a three-day, 17 mile backpack trip. Students must commit themselves to all three activities. The cost to students is $33.00 ($11.00 for each trip) which covers food costs. The district provides transportation, equipment, site rental and the cost of substitute teachers for the facilitators. Facilitators receive extra compensation. All groups are bused to the Resource Center to be equipped and for pre-trip orientation.

Since 1978, hundreds of Dearborn students in grades 5-12 have participated in various B.A.C.S.T.O.P. activities. The program is in operation in buildings where staff members are available. Presently, these include two high schools and 5 junior highs. We also have 2 hearing impaired groups participating in the B.A.C.S.T.O.P. program.

A group consists of a maximum of 20 students. Students are invited to an orientation meeting and slide show and may then elect to participate in the program. An orientation meeting is also held for the parents of interested students. During 1991/92, we will have 150 students participate in the program. In addition, 530 elementary students that participate in our resident camping program will take part in initiatives and some low rope activities.

Notes: We will present a slide show during our presentation and distribute the following handouts:

Program Overview
Recruiting Flyer for P-12 Staff
"Where & How to Get Grants", by Gwen Soloman, Electronic Learning, Jan. '91

Our operating manual will be available for inspection during the workshop and may be ordered for cost.

ORIENTEERING - FUN FOR ALL (AND EDUCATIONAL, TOO)

Al Smith

I. Introduction (Participative)

Who am I?
Who are you?
What are we trying to accomplish in this session?

II. What is Orienteering? (Participative)

Who knows?
Who has orienteered?

III. Introducing Orienteering in Your School Program (Participative)

Show video "Orienteering - All Welcome"
Group discussion: Educational values in orienteering
Techniques for motivating children to try it

IV. Orienteering For The Very Young: Preschool Through 6-7 Years Old (Highly participative/experiential)

Games that teach the contour map concept
Games that teach direction and use of simple maps

V. Orienteering For Grade Schoolers And Up (Highly participative/experiential)

Making classroom maps
Using them to play orienteering games in the classroom
Moving to the school building and then schoolyard

VI. Going Wider (Mostly one-way information flow)

District Programs
Local Orienteering Clubs
Local Parks and Recreation Programs
U.S. Orienteering Federation

VII. Resources Available (Mostly one-way information flow)

Local Libraries
Local Orienteering Clubs
A&E Orienteering, Inc.
Other ideas?

VIII. Closing (Participative)

Group discussion: What are each person's plans to use the information and skills received in this session? Also, share ideas they have had during the session for introducing orienteering.

DON'T TOUCH!
COOPERATIVE LEARNING IN AN ERA OF CRISIS

Lessons From the Stanford Experiential Curricula Project

Joel Westheimer

Joseph Kahne

Hannah Arendt views power as the ability of people "to get together and act in concert." The power, she asserts, comes not from the act but rather from the coming together itself. Experiential education facilitates "coming together." Through hands-on learning and meaningful interaction among participants, experiential teaching stresses personalized learning, cooperation, and trust. As a pedagogical framework, it allows teachers to give equal attention to affective as well as cognitive learning. As an approach to school organization, it encourages interdisciplinary studies of relevant, engaging subject matter. The success of experiential teaching strategies in creating strong communities of learners is well documented. Nonetheless, experiential education faces a number of obstacles.

Increasing class size, resistance to change and a recent shift back to basics in the education reform movement all present major challenges to experiential educators. Less frequently addressed, however, is the rising national alarm over sexual abuse and, more generally, issues surrounding "touch."

Touch, though rarely talked about, is central to hundreds of activities frequently used by experiential educators. Physical touch is seen in traditional experiential activities with purposes as diverse as breaking the ice (On This Spot, Circle Switch, Name Tag), enhancing communication (Mirror, Ball of Power, Sculpture), cooperation (Spider Web, The Wall, Water Cross), and establishing trust (Trees, Trust Falls, Blindfold Hikes). Emotional touch (teaching as "touching children's hearts as well as their minds") is similarly a priority for many experiential educators. As we come to understand the alienation and disaffection that many students experience in school, the need for more personal, intimate and cooperative efforts among students and between students and teachers becomes increasingly evident. But while teachers and students have an opportunity to benefit from experiential teaching strategies, news reports in the media have alerted the public -- and educators in particular -- to the shocking, and often tragic, incidence of sexual abuse experienced by children. Community residents, legislators, school board members, administrators and federal agencies have responded with a broad array of policies and regulations.

This workshop critically examines the public response to sexual abuse in schools. It is crucial to acknowledge the tragedy of sexual abuse and the harm done to many children by teachers who -- both through ignorance and sometimes malice -- have irresponsible and disrespectful interactions with students. However, fears of abuse can constrain experiential educators without necessarily protecting the safety of our Nation's children. A survey of regulations reviewed in the workshop demonstrates a social and political reaction which, while potentially damaging to the cause of increased personalization in schools, fails to respond meaningfully to the very real problems of sexual abuse.

The perspectives presented in the workshop are culled from a variety of experiences of both the facilitators and the participants. We focus in particular on the dilemmas faced by the Experiential Curricula Project at the Stanford University School of Education.

The Stanford Experiential Curricula Project (SEC) enrolls fifteen students in a two-term academically-oriented course examining the development of experiential curricula. The students work together designing and implementing three experiential wilderness programs with teachers and students from local urban high schools. SEC offers prospective teachers a chance to bridge the gap between scholarly work and practice, experiencing first-hand the excitement and satisfaction of curriculum development and teaching.

SEC, like any experiential program, must confront issues of touch in the development and implementation of all project activities. Numerous issues raised by the project, concerning touch and the need to protect students while promoting experiential strategies, are discussed in the workshop.

We look at trust, cooperation and group-building activities as tools which can be used to create a positive learning environment in schools and enhance critical thinking skills, but also as tools coming under increasing attack, both directly and indirectly.

SEC and this workshop draw on two major themes as follows:

1. Education on a classroom and school-wide level can be made more effective through the use of trust, cooperation and group-building activities. These activities can be integrated into academic, curricular endeavors and enhance not only the effectiveness of the group but that of the "lesson" as well.

2. Programmatic means of protecting children from sexual abuse need not constrain or prevent the implementation of experiential activities. And, warranted national concern regarding sexual abuse need not lead teachers, students, parents and administrators to avoid pedagogical practices which require personal and intimate interactions.

Contributing rationales for promoting personalized and cooperative school environments are:

1. Scholarly pursuit of subject matter necessitates the use of critical thinking and evaluative skills, and these skills are best developed in an atmosphere which promotes trust and creative expression.

2. These group traits, though quite natural, can be cultivated through specific types of experiential activities which are modeled in the workshop.

3. Healthy group interaction is contagious. Group-building starts with the faculty, administration and support staff. It is then shared with the students.

4. Discipline problems, often a result of antagonistic relationships and power differentials, are substantially reduced in experiential learning environments.

Nel Noddings, proponent of an "ethic" of care in schools, notes that "the most common complaint of school dropouts is, 'They don't care.'" Her solution is to redefine relationships between teachers and students around caring and mutually-affirming interaction. She rejects relationships of "duty" in favor of those borne of "love and natural inclination." Schools, Noddings asserts, must serve as "places where teachers and students live together...[and] take delight in each other's company."

For schools to reflect the egalitarian ideal of mutually supportive interaction among students and between students and teachers, educators must begin to forge new relationships. Such relationships must both affirm the power of working in concert and remain sensitive and vigilant to the realities of child abuse. We need to explore designs for interaction which are, as Jill Blackmore suggests, "essentially relational and communitarian." If the importance of developing caring interpersonal relationships needs to be acknowledged, schools may well be the best place to begin.

INTEGRATING THE CURRICULUM: A LIBERAL ARTS APPROACH TO ADVENTURE EDUCATION

Kim Whitley

John M. Charles

Department of Kinesiology
College of William and Mary
Williamsburg, VA

Purpose of Workshop

To suggest guidelines and rationale for integrating the outdoor adventure experience into the college curriculum.

Procedure

1. Our changing society,
    a. The shrinking world - information technology
    b. The dilemma of choice - multiplicity of alternatives
    c. The eclecticism of culture - reaction to a and b
    d. The challenge to our value systems
    e. The dilemma for education
2. The Dilemma for Higher Education
    a. The traditional nature of college curricula
    b. The problems of preparing students for the 21st century
    c. The promise of liberal arts
3. Kinesiology in the Liberal Arts
    a. The premises of the study of human movement
    b. Liberal arts knowledge bases in kinesiology
    c. Skills of a liberal education in kinesiology
4. An Integrative Model of Kinesiology
    a. Incorporation of academics and activity
    b. Logistics of experience preparation
    c. Pedagogical and structural methodologies
    d. Selection of knowledge to suit the trip experience
    e. Evaluation process

Spiritual, Moral and Ethical Track

HEALTH AS A SACRED JOURNEY

Barbara Davis

Presentation Topic Area: Building a healthy lifestyle from a spiritual foundation

Introduction:

Health is a dynamic process resulting from the choices we make in our everyday lives. These choices are largely determined by our degree of self-awareness. What we value (including how much we value ourselves) is reflected in our overall state of health: mental, physical, emotional, and spiritual. Through both the presentation of material and experiential activities, this workshop will provide tools for increasing self-awareness.

Main Text:

The activities and discussion will center around the premise that trust is the foundation of a spiritually focused lifestyle. Trust in self and others allows us to be open to building self-awareness, which in turn opens us up for self-acceptance and acceptance of others, which builds trust, and so on. Thus, our workshop will open with trust-building exercises and general information on a healthy lifestyle, including fitness, stress management, and nutrition.

Presentation Outline:

I. Trust-building exercises - for self and others.

II. Handouts and information on stress management, exercise, and nutrition as it relates to the total healthy lifestyle.

III. Visualization - Ask and Listen
Learning to Trust
Inner Guidance

IV. Affirmation - Self empowerment through positive self-talk: the power of thoughts and words.

* Self-Acceptance as the key to making positive changes (Change begins in the present moment, "NOW")

Self
Awareness
Trust
(I am enough exercise)
"I accept myself exactly as I am."

V. Guided Meditation

VI. Group Sharing and Affirmation

VII. Closing Exercise
Conclusion

Through the use of printed material, experiential activities, and a bibliography of books on the subject, the participants in this workshop will receive tools for building a healthy lifestyle from a spiritual foundation.

CONSENSUS: A BUILDING PROCESS

Margaret Lechner

Introduction

Consensus is means by which a group identifies a decision or course of action that can be supported by all members. Building United Judgment (Avery *et. al*. 1981) provides a step-by-step description of the process and a discussion of situations in which it may or may not be effective. North Americans, whose governance is based on majorities, are frequently unfamiliar with consensus. This workshop provides an experiential introduction to the process, a demonstration of the role of leadership in consensus decision making, and an opportunity to discuss ways in which consensus might be used in specific settings.

Workshop Outline

I. Construction of a "model" of the 1991 AEE conference.

Small groups will construct representations of the conference, using a variety of craft materials.

II. Discussion of consensus

Participants will reflect on the process by which the the models were made, with focus on the acknowledgment and incorporation of individual contributions to the final product. The process will be contrasted with democracy (i.e. groups being asked to vote on a single model proposed to them).

III. The role of leadership in consensus

The role of facilitation in arriving at and implementing a consensus decision will be introduced and examined.

IV. Practice of consensus with facilitators

Groups will return to the task of constructing a model of the 1991 conference, this time with a leader assigned.

V. Summary

Reference

Avery, M., Auvine, B., Streibel, B., & Weiss, L. (1981). *Building united judgment: A handbook for consensus decision making*. The Center for Conflict Resolution, New Society Publishers, Santa Cruz, CA 95061.

Women in Experiential Education Track

ECOFEMINISM AND EARTH-BASED SPIRITUALITY: A MODEL OF WHOLENESS

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Introduction

Ecofeminism calls on the feminine principle in each of us to act as a catalyzing force in affirming our intrinsic interdependence with all other manifestations of life on planet earth. Ecofeminism, an ecological feminist framework, presents an historically inclusive perspective on the parallels between the domination and exploitation of women and nature while exploring alternatives to the paradigm that reinforces this inequity. This workshop will look at ecofeminist theory, the women/nature parallel and explore earth-based Goddess spirituality as a tool for reclaiming and empowering the lost feminine aspect.

Main text

Workshop content is organized in an experiential format with minimal didactic content. Didactic presentation will focus on ecofeminist theory and the formation of the women/nature parallel.

Ecofeminists maintain that the exploitation of women and nature emerged from the oppressive, control ideology beginning as early as 4000 BCE. At the core of ecofeminist concern is the issue of the repressed feminine aspect. The endemic association of women and nature, when charged with a negative valence, results in global misogyny and the growing destruction of planet earth. Ynestra King, one of the early visionaries and activists in the ecofeminist movement, calls misogyny "the deepest manifestation of nature-hating". Men and women alike have become estranged from the feminist aspect. In existential terms, the feminine has become the alienated "other". Similarly, we have lost our grounding in the earth as the foundation of our existence - which is maintained by an interdependent relationship with all other forms life forms. According to deep ecologist Joanna Macy, we have become disempowered and despaired as a result of our schismatic, disconnection with the earth and nature. Ecofeminists merge feminism, deep ecology, and other social ecologist frameworks to address human separation from each other, the feminine, the earth, and all sentient life.

This workshop highlights the myth and imagery of Gaia and other early Goddesses. These prepatriarchal earth-based goddesses offer a rare glimpse into the unfractured feminine. Primordial images of the Goddess are powerful role models in understanding the lost feminine, and in reclaiming our wholeness as women.

The format of this workshop is experimental. Exercises and ritual will be used to explore earth-based feminine spirituality and images of primordial feminine wholeness as tools for empowerment.

DO SEMANTICS MAKE A DIFFERENCE? THE POWER OF LANGUAGE

Snips and Snails and Puppy Dog Tails...

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Note: The complete text of this article can be found in *The Journal of Experiential Education*, August 1990.

"What are little boys made of Snips and snails and puppy dog tails..." "What are little girls made of? Sugar and Spice and every thing nice..." These childhood singsongs portray subtle attitudes and expectations of the roles for women and men in today's world. Research has shown that these gender role stereotypes have changed little over the years; women are still viewed as soft and yielding while men are seen as strong and assertive(Werner & LaRussa, 1985)

Change Is Slow

While there certainly has been a move towards gender-neutral language in general, and in the field of experiential education in particular, there also has been resistance. In experiential education we are all guilty of some gender bias. Most of were socialized in a society that is heavily male oriented.

The theory of expectation states and gender role theories tell us that high power, high potency, and high status are attributed to those things we value. In our society the male sex is the more highly valued; therefore those characteristics and materials associated with the male gender are more highly valued. The female gender is accorded low value, low legitimacy, and low status; therefore those items and characteristics are attributed little or no respect (Berger and Zelditch, 1985; Eagly, 1987).

While conscious efforts are being made to reduce gender bias and lessen these misattributions of status, change is slow. As a group, experiential educators and outdoor professionals appear to make a sincere effort to minimize gender bias in the field. They appear to be open to new ideas, support participation by both sexes, and encourage skilled individuals to develop personal skills to their full potential. There is, however, one very prevalent example of gender bias that pervades the field of experiential education; the use of gender-identified language and terminology.

The Bias In Language

In examining the impact of sexism in language, we need to look at the 3 functions of language bias. Sexism may ignore one gender, define the genders and/or depreciate a gender (Pearson, 1985). Sexist word usage may also define a sex in relation to something else. An example of this would be the lumping together of "women and children" in the same phrase. Another example of defining a sex in relation to something else thereby reducing its value and power is when people refer to adult females as girls (or ladies) and males as men.

While listeners have little difficulty in seeing the problem with using "girls and men" in a phrase together, they can't seem to see a problem with using the term "ladies and men". The problem, of course, is in the connotation of the words.

A gender may also be defined in terms of relationships in ordering of words. Thorne and Henley (1975) suggest that consistently utilized word order is similar to ranking by importance and status. The accepted ordering of "men and women" in a phrase, rather than "women and men", indicates power and dominance of the former over the latter.

Depreciation of gender occurs when adjectives discredit one gender. "Dumb jock" as a referent to male athletes identifies them as wholly physical beings with little or no mental capabilities. Similarly, as a term, "women's work" is often used disparagingly.

While assertiveness and a sharp mind are desired in management and leadership skills, those traits manifested by females often result in characterizations of bitchy, aggressive, aloof, and cold. Those same behaviors exhibited by a male, however, are considered assertive, indicative of having a keen mind, and demonstrating competence (Sargent, 1984).

Hard Skills/Soft Skills: The Power of Gender Bias

In addition to the implication of ordering, the generally accepted terms, hard skills and soft skills, also can depreciate the female gender and its contribution to the field of experiential education due to phallocentric nature of the words. Hard and soft skills generally have been recognized as two types of skills in the practice of outdoor leadership. For a long time hard skills were the more highly valued of the two. Technical skills were those competencies people bragged about (and some still do) and at which people trained long and hard to become the best. Interpersonal skills, on the other hand, just sort of "happened" as the experience evolved.

Recently, however, it has been recognized that both interpersonal and technical skills play an equally important role in experiential education. Currently, the development of people skills is being stressed as heavily as activity skills in many experiential education programs. If, as a profession, experiential education truly believes that interpersonal skills are as valuable as technical skills, this is the time to alter our language to agree with those beliefs.

The importance of semantics in the understanding and full acceptance of one aspect of experiential education however, has been long overlooked. Word choice can alter meanings, result in misunderstanding. and provide only partial information (Pearson, 1985).

Gender-identified language often obscures the contributions and existence of the disregarded gender; it presents imprecise and half-true information. The choice of hard and soft as accepted synonyms for technical and interpersonal functions tends to slight the female gender, define the importance and status of maleness and femaleness in experiential education, and tends to depreciate the contributions of female leaders and participants. Much more accurate descriptors of these skill areas, which are also gender-free descriptors, are interpersonal and technical skills.

The concern with gender-identified language (ie. the use of "man" as in two-man tent) is with the images and expectations conjured up by that particular word usage. A distinct relationship between the meanings of male, masculine, and hard exists; hard can be characterized as being masculine and therefore attributed to men or boys. Definitions of feminine and soft reveal a similar connection. The term feminine elicits an image of gentleness and delicacy - one may certainly argue that it also portrays softness and giving way under pressure. By their very definitions, the use of the terms hard and soft skills make a statement about underlying beliefs of femaleness and maleness in outdoor skill development.

Words to Action

Why all this fuss about semantics? Because as noted by Spender (1980 as cited by Miller and Swift, 1988), "For women to become visible, it is necessary that they become linguistically visible...".

In addition to linguistics, behaviors are prime areas for discovery of subtle sexism. Leaders and teachers in experiential education need to examine behaviors not only between themselves and participants, but also between and among participants. Tolerating a wider latitude of behaviors from male participants than female participants is another way sexism from leaders/teachers rears it's ugly head.

Leaders also need to monitor intergroup behaviors and word usage to facilitate a gender neutral environment. It is very common for participants in mixed sex groups to fall into those roles which are most comfortable, yet those roles have been accepted based on heavy, but subtle, social pressure.

Steps Toward Equality

Now is the time for all of us in experiential education to share in the effort to make women visible, to further reduce sexism in the field, and use terminology and behaviors that accurately reflect the nature of described skills. We can do this by referring to the specific bodies of knowledge with appropriate adjectives(ie. interpersonal and technical). In written and spoken language we should continue to encourage and utilize gender-free and gender-neutral terms such as two-*person* tent and chair*person*. Fully value both sexes and by using and encouraging the use of "words that go together (men and women, ladies and gentlemen, girls and boys)". It is also appropriate to encourage the re-ordering of terms. When discussing the sexes, discuss women and men rather than men and women; when discussing skills discuss interpersonal and technical rather than the reverse.

When examining behaviors with participants, investigate how you use names of participants, what types of behaviors you tolerate from whom, and how you react to difficulties experienced by females and males. Investigate how participants relate to one another, try to isolate and deal with those behaviors encouraged by sexist thinking and attitudes. Listen to group talk. How do individuals refer to on another? What are the underlying expectations as seen through behaviors and word usage? As as profession we can continue to respect all persons and their individual abilities by permitting and openly supporting cross-gender skill and social development.

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MOVEMENT IS THE DOOR TO LEARNING

Jane Norton

Abstract

Movement is the door to learning for many people, and one that is rarely opened. A Whole Brain approach to teaching recognizes the importance of movement in the learning process.
This session uses brain dominance theories (Ned Herrmann's 4 Quadrant Model), and brain integration exercises (Dr. Paul Dennison's Educational Kinesiology) to help participants understand how brain dominance learning for themselves, and discover how these tools can enhance their own training effectiveness.

Movement is the door to learning for many people, and one that is rarely opened. In traditional educational settings, physical movement is offered as a separate activity (recess, physical education class, sports teams, dance); however, it is a valuable tool for facilitating learning in any area of school, work, and life.

A Whole Brain approach to teaching recognizes the importance of physical movement in the learning process. This approach is based on a 4 quadrant brain dominance model developed by Ned Herrmann, author of The Creative Brain, and brain integration exercises created by Dr. Paul Dennison, developer of Educational Kinesiology (Edu-K).

The Whole Brain Model is based on the following assumptions:

1. intelligence is multi-dimensional (Howard Gardner's theory of multiple intelligences).
2. individuals have unique learning styles that require a variety of delivery methods
3. our traditional educational systems addresses only two learning modes (verbal/linguistic and logical/mathematical(.
4. 50% of the population responds to other modes (the profile of high school drop outs indicates they are predominantly kinesthetic/ experiential learners.)
5. no part of the brain works as fully or creatively on its own as it does when stimulated as supported by input from other parts. This applies to groups of learners also.
6. learning designs must factor in the uniqueness of the individual learner and the variety of learning styles within a group as far as content, delivery and learning environment.

Ned Herrmann's 4 Quadrant Brain Dominance Model identifies distinctly different learning styles in each quadrant. He has developed an assessment tool, the HBDI (Herrmann Brain Dominance Instrument) that profiles a person's thinking and learning preferences. Ned's Whole Brain Training Programs incorporate the learning needs of all four quadrants, and aim to have a group of participants that represent the full spectrum, as he operates on the premise that heterogeneous groups are richer learning environments for everyone. He has discovered, and I have experienced as a participant, that individuals are more stimulated and the group exponentially more creative, when there is a mix of learning styles and the design and delivery of the material is multidimensional.

However, the one area that is often not incorporated, even in his programs, is movement. Therefore, in my teaching and training I have combined the 4 Quadrant Model with Educational Kinesiology (Edu-K) which means "learning through movement".

Educational Kinesiology (Edu-K) was developed by Paul Dennison PhD, a remedial reading specialist, after many years of working with dyslexic and learning disabled people. He discovered that he could teach children to read more easily and effectively if he first had them successfully perform certain types of movement on the playground (specifically, he found that walking a balance beam improved reading ability). He then observed how rapidly children learn in the first few years of life while they are so physically active. Their right brain receives and translates information easily without conscious thought. But the traditional educational system uses a left brain approach of repetition, drill and static, two dimensional activities (reading, computer work, desk work, coupled with extra-curricular t.v. watching), and many of us get stuck in a one-sided pattern of learning. When we are stuck on the right side of our brain, we do not have the ability to focus on details, and when we use only the left side, we get stuck in the details, unable to see the whole picture. Also, when learning is acquired under stress, the brain recalls only the one-sided aspect of that learning; some people appear to perform well in learning situations, but are actually over compensating and "trying harder", and their learning is anchored to stress. The key to optimal learning and performing is integration of our brain hemispheres, so that we can access both sides simultaneously or each side situationally, and experience a natural, relaxed learning state.

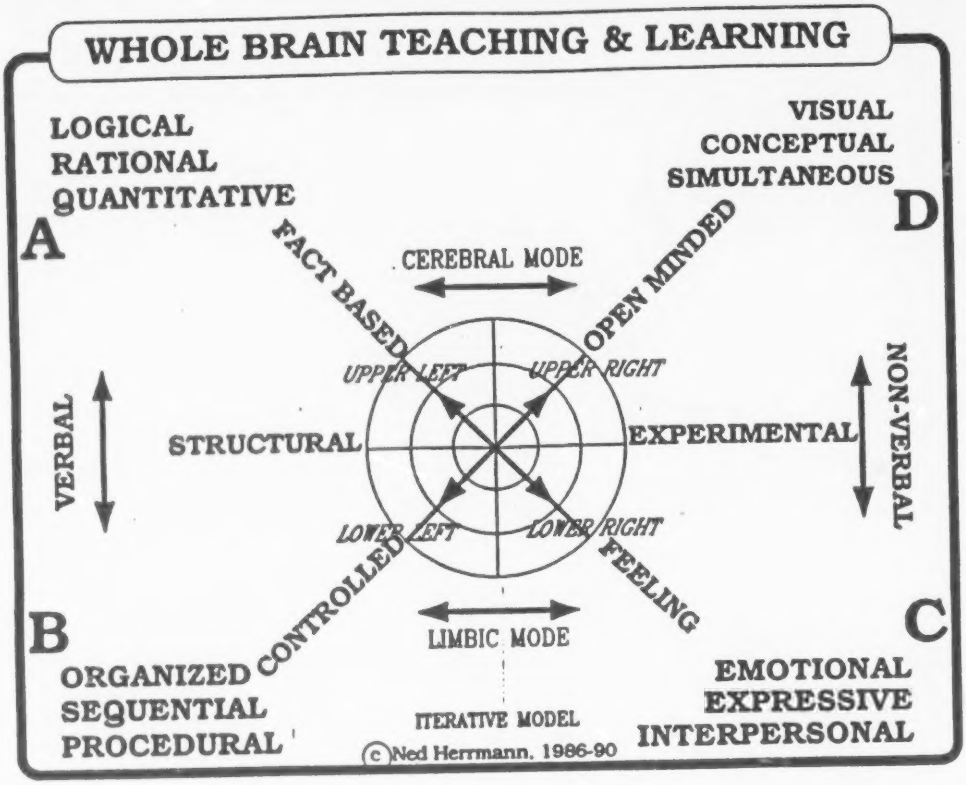
Edu-K physiologically re-patterns the brain creating the necessary connections in the brain and body to "switch on" your ability to learn. It uses a synthesis of movement, vision training, applied kinesiology, yoga postures, and accupressure to release learning blocks and the stress that accompanies them. It has been used successfully to improve learning and performance in academics, sports, professional work, as well as in personal issues. And it has been shown that whole brain functioning improves not only the area being addressed, but other aspects of ones life as well.

Integration Bound is a program using Edu-K to facilitate 12 to 15 year olds in two wilderness experiences. While Edu-K enhances the physical activities engaged in, and the soft skills, such as decision making and communication, it has also proven to increase academic abilities without directly addressing content. Using this pre past testing, the students showed an increase in grade level on standardized tests in math, reading and comprehension.

The Edu-K program has been chosen by the Nation Learning Foundation (NLF) as one of the twelve programs representing "Successful Learning Innovations". Educational Kinesiology is a powerful tool for helping individuals become more whole brained in their learning and performing. The Herrmann Brain Dominance Instrument and Whole Brain Model are valuable tools for fostering understanding of self and others, and helping people work together more cooperatively and creatively as whole brain partnerships and teams. Together they are a dynamic duo for promoting Whole Brain learning, working and living.

About the author

Jane Norton, a consultant with her own company, OPTIONS RE•SOURCE GROUP, facilitates individuals and groups in personal growth and professional; development using the Whole Brain Model. She is certified as an educational therapist, an Educational Kinesiology instructor, and an HBDI (Herrmann Brain Dominance Instrument) practitioner. She also teaches Spiritdance, a movement discovery class, and believes that movement and connection with nature are two vital components in learning, personal growth and planetary healing.



WHOLE BRAIN TEACHING & LEARNING

ⓒ Ned Herrmann, 1986-90

WHOLE BRAIN LEARNING AND DESIGN CONSIDERATIONS

A-UPPER LEFT

LEARNS BY:

- ACQUIRING AND QUANTIFYING FACTS
- APPLYING ANALYSIS AND LOGIC
- THINKING THROUGH IDEAS
- BUILDING CASES
- FORMING THEORIES

LEARNERS RESPOND TO:

- FORMALIZED LECTURE
- DATA BASED CONTENT
- FINANCIAL/TECHNICAL CASE DISCUSSIONS
- TEXT BOOKS AND BIBLIOGRAPHIES
- PROGRAM LEARNING
- BEHAVIOR MODIFICATION

D-UPPER RIGHT

LEARNS BY:

- TAKING INITIATIVE
- EXPLORING HIDDEN POSSIBILITIES
- RELYING ON INTUITION
- SELF DISCOVERY
- CONSTRUCTING CONCEPTS
- SYTHESIZING CONTENT

LEARNERS RESPOND TO:

- SPONTANEITY
- FREE FLOW
- EXPERIENTIAL OPPORTUNITIES
- EXPERIMENTATION
- PLAYFULNESS
- FUTURE ORIENTED CASE DISCUSSIONS
- VISUAL DISPLAYS
- INDIVIDUALITY
- AESTHETICS
- BEING INVOLVED

B-LOWER LEFT

LEARNS BY:

- ORGANIZING AND STRUCTURING CONTENT
- SEQUENCING CONTENT
- EVALUATING AND TESTING THEORIES
- ACQUIRING SKILLS THROUGH PRACTICE
- IMPLEMENTING COURSE CONTENT

LEARNERS RESPOND TO:

- THOROUGH PLANNING
- SEQUENTIAL ORDER
- ORGANIZATIONAL AND ADMIN. CASE DISCUSSIONS
- TEXT BOOKS
- BEHAVIOR MODIFICATION
- PROGRAM LEARNING
- STRUCTURE
- LECTURES

C-LOWER RIGHT

LEARNS BY:

- LISTENING AND SHARING IDEAS
- INTEGRATING EXPERIENCES WITH SELF
- MOVING AND FEELING
- HARMONIZING WITH THE CONTENT
- EMOTIONAL INVOLVEMENT

LEARNERS RESPOND TO:

- EXPERIENTIAL OPPORTUNITIES
- SENSORY MOVEMENT
- MUSIC
- PEOPLE ORIENTED CASE DISCUSSIONS
- GROUP INTERACTION

COPIED WITH PERMISSION FROM THE CREATIVE BRAIN BY NED HERRMANN.

STEWARDSHIP AND HOSPITALITY: COMPETING MODELS FOR ENVIRONMENTAL ETHICS

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For purposes of this workshop, I'm assuming that ethics and morals are essentially the same things. They are the system of values that tell us what is right and what is wrong. Each person's environmental behavior is driven by notions of what it is right or, at least, what s/he is permitted to do. In turn, those notions spring from underlying values and images about ourselves and our place in the world. Those images are what I mean by the term model.

The models we believe in and act out are most vividly expressed as stories. The central story of a culture becomes the theme of many other stories, plays and movies. The culture comes to be almost totally infused with stories which support and elaborate the model. People who want to do better (to be more right) point to the model and proclaim it as the way to guide actions.

The dominant image for environmental action today is that of "stewardship." Let's consider a fundamental story about it:

> Once a wealthy and powerful entrepreneur decided to take an extended journey. She instructed her best managers to care for her business while she was away. To the first, she entrusted 50 million dollars, to the second, 20 million dollars and to the third 10 million.
>
> "Invest wisely and productively while I'm away," she said.
>
> "Don't worry, boss. We'll look after everything for you," replied her managers, "and travel safely."
>
> The first man felt bold and confident. He invested in a mixture of blue chip stocks and speculative ventures. He worked hard to find the highest yields. The second man went with only the most conservative investments with the soundest guarantees. The third deposited his money in the safest account he could find, then waited.
>
> At length, the owner returned and called the lads to account for their trust. The first reported a balance of 100 million dollars. "Well done. Come over for a barbecue tonight to celebrate your new assignment."
>
> The second reported a balance of 40 million. "That's good news. Be sure to drop around this evening and have some barbecue. There'll be a promotion for you."
>
> The third returned the original sum of 10 million dollars, explaining that he had not wanted to risk losing any of it. "You good-for-nothing!", hissed the boss, "You know that I always make a profit and expect you to do the same. You're fired! And I'll see to it that you never work again!"

This story, retold from the Gospel parable of the talents (Matthew 25:14-30) illustrates the biblical notion of stewardship which is currently popular as the basis for environmental wisdom. The model has deep roots in Judeo-Christian creation myths and has a very powerful appeal to people as a guide to right environmental behavior.

Unfortunately, the model is seriously flawed in five ways. The first flaw is the consequent belief that created nature cannot look after itself and need us humans to make it go.

> A gardener was hard at work under the hot July sun weeding and cultivating his plot. A clergyman, always mindful of who was in charge, happened to pass by. Admiring the

> beautiful garden he called out, "Good morning. You and God have a fine garden there, my friend."
>
> "Well!" replied the gardener, "You should have seen it when God had it to Himself."

Secondly, the ethics which follow stewardship detach human beings from the rest of nature and emphasize right relations among humans excluding other living things. The members of the biosphere do not have moral, let alone legal, standing. They lack intrinsic value. This promotes arrogance and alienation.

Thirdly, environmental stewardship lacks the teeth of accountability. A banker who breaks trust with the customers may go to jail, but persons who break the presumed environmental trust go rewarded.

Fourthly, the western tradition of property ownership makes a mockery of claims to practice stewardship as the basis for an earth-keeping ethic because stewards, by definition, are never owners, but trustees.

Fifthly, judging by the state of the earth and of the number of people which claim to practice stewardship, the model is demonstrably a failure.

> Given these flaws, it is an important task is to find a more effective model. Fortunately, the same ancient sources that give us stewardship also give us the neglected virtue of "hospitality."
>
> It was a grand wedding. There was a large number of friends and relations dancing, singing, laughing and talking. The host and hostess had an urgent conference because it was clear that they would soon run out of food and drink. "I'll run over to the neighbors and see what I can borrow," he offered. "Good idea. Hurry!"
>
> At each house, in turn, the man was welcomed. This one gave sandwich ingredients, that one had a case of beer, another offered fresh muffins. Gradually, a stream of good things came to the wedding feast which roared on happily.

This story, reconstructed from Gospel parables, illustrates hospitality as a virtue and a metaphor. Hospitality always involves giving and receiving fundamental necessities of life: shelter, food, water. The notion and practice of hospitality is common to all of humankind. It is a fundamental idea which emphasizes connections, binding strangers together in a profound intimacy. So deep are the relationships that the outward practices of hospitality serve as metaphors for inward grace. There is something fundamentally sacred about hospitality because it calls for sacrifice of some kind. It is not surprising to find the word "Host" used for the divine presence in the Mass.

> It was a raw wintry afternoon when the woman entered the parking lot and saw the man huddled for shelter in the lee of her car. He was very cold and appeared to have been recently beaten. She wasted no time, but helped him into the front seat and drove him to the Emergency Ward of a nearby hospital. There, because he had no identification or money, she stood warranty for his medical bills, saw that he was admitted and arranged to visit him the next day to determine what steps came next. ("The Good Samaritan" retold.)

Given the difficulties of being a good Samaritan, to what extent might human beings be expected to behave hospitably with respect to members of other species? This is another version of the question as to whether or not species other than humans count in moral matters. Taking the simplest definition that hospitality involves giving and receiving food and shelter, it is clear that plants and animals naturally behave hospitably toward one another. All the forms of symbiosis, including predation and parasitism support a broad view of the practice.

Our stories and symbiosis in the biosphere suggest that to provide shelter and food for strangers is a great and basic virtue. This is a valuable model for guiding environmental relationships for 4 reasons.

Firstly, hospitality teaches that every being has a place, a right to be here; whether as a guest or as a host is immaterial. The model suggests a "live and let live" form of behavior unlike the control and management alternative represented by stewardship. Hospitality promotes a non-exploitive, positive regard for the intrinsic value of others.

Secondly, hospitality teaches us that there is a price to be paid for life, that something to eat and a place to live are gifts provided at the expense of other beings. We receive gifts, like all other creatures, and we are called upon to reciprocate, in our turn.

Thirdly, enmity is controlled by the practice of hospitality. In feeding relationships, hospitality includes the essential interlocking of predator and prey who are better understood as friends rather than as enemies because of the way they regulate each other's numbers. Hospitality promotes a kind of steady state which can be continued indefinitely. It exemplifies sustainability in action.

Fourthly, the notions of "home place" and "foreign place" become intertwined through hospitality. Had European pioneers behaved like guests, rather than feeling they were in a hostile, vacant territory, North America would now be a much healthier place.

Matthew Fox (1981, p 24) sums up these ideas:

> "The moral issues of ecology are issues of love of our body or hatred thereof. If we truly loved the sun, the water, the air, the earth, we would respect them and put their preservation ahead of consumerism and so-called 'development.' The earth itself cries out for hospitality; a cosmic hospitality is needed if we are to learn the lessons of Three Mile Island, of Love Canal, and its thousands of cousin situations ..."

Stewardship and hospitality have common elements. Both bear spiritual weight as shown by their continued and deep presence in world myths and religions. Both could be argued to be sacred duties. Both ideas require taking care of someone or something else.

But here the similarities end because of differing motives for that care. A steward takes care of some thing for someone else. The reward is in the profit earned. Guests and hosts take care of each other and their reward is mutual support. Stewardship, as an ideal, includes accountability to the ultimate owner of the trust. In contrast, hospitality has little accountability except through mutual exchange. The host that gives to you represents the guest to whom you are expected to give in return.

Ownership of goods is an important issue in stewardship, but sharing and giving override ownership in hospitality. Stewardship leads people to feel detached from, and superior to, the world; hospitality leads people to see themselves as connected partners in the world. Stewardship promotes the view that human good is the only good; that only human beings have moral standing. But hospitality, extended to the biosphere, encompasses a broader moral realm and concerns itself with the mutual welfare of all beings.

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Bert Horwood teaches Outdoor and Experiential Education at Queen's University, Kingston, Ontario. In his professional practice he has extended hospitality to so many insects, he thought it was time to tell the story.

PROJECT WILD

Zora Weisbecker

Project WILD is an award-winning national environmental education program emphasizing wildlife. Project WILD was designed for use by teachers in all major subject areas, grades K through 12. It can be used to teach science, social studies, language arts, math, art, music, health, and physical education.

The goal of Project WILD is to assist learners of any age to develop awareness, knowledge, skills and committment to result in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment upon which all life depends.

Project WILD is:

- a set of lively, hands-on, and instructionally sound educational activities in three guides - one for elementary teachers, one for secondary teachers and a K-12 aquatic guide.
- well organized and east to use
- outstanding workshops for teachers
- powerful techniques for teaching basic skills
- exemplary "science, technology, and society" instructional activities
- effective methods for teaching problem-solving and decision-making skills
- extensively reviewd, tested, and evaluated

Project WILD teaches young people how to think about wildlife, not what to think. Students learn basic concepts about wildlife, its needs and its rlationship and importance to people and the environment.

Note: This information was taken from a Project WILD publication.

REALISTIC JOB PREVIEWS: A STAFF HIRING TOOL

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Workshop Overview

When an individual is new to an organization, socialization of that individual into the organization takes place. If there is not a good fit between the individual and the organization, there is an increased likelihood that the new employee will leave. Realistic job previews are one way to help applicants decide if an organization will meet their needs and whether they might be happy working for that organization. When used properly, realistic job previews can help an organization have new employees that (if an applicant is offered and accepts the job) are more likely to stay with the organization. This saves the organization money during the during the recruitment process, and since turnover will be lower, with subsequent staff training expenses.

Workshop Content

Realistic job previews are a method that can be used to help match potential employees to outdoor organizations. Generally an organization hires an employee based on "talent" - technical and interpersonal skills, experience, references (although at times, "gut" feeling is used). While this method often works out for both the employee and the organization, looking just at talent fails to match the potential employee's needs to the ability of the organization to meet those needs. If, for example, a potential employee has a high need for order and can't tolerate an atmosphere at an organization that has a 'last minute, it's an emergency, we're always in a rush' way of operating, the employee will be unhappy. In addition, if the potential employee has unrealistic or unmet expectations, and they don't or can't adjust their expectations during the early weeks of employment, they will be dissatisfied. In the first several months of employment the employee either adapts or does not adapt to the prevailing climate or atmosphere at the organization. If the employee does not adapt she/he generally leaves. It is usually easier for an employee to adapt if he/she knows what to expect and decides accept a job despite its drawbacks, rather than have unpleasant surprises..

Realistic job previews can help facilitate good employee/employer matches. A realistic job preview is a staff hiring tool that can be utilized to help give the potential employee key information about an employing organization. Realistic job previews are a radical departure from the traditional staff recruitment/hiring process. The realistic job preview process includes providing the usual type of information such as a job description, application form, etc. as well as information about what it is like (from the organizational climate perspective) to work at the organization. The realistic job preview document outlines both the positive and negative aspects of the climate at a particular institution.

This information needs to be sent to the applicant early in the staffing process. It is sent early because the more effort an applicant has expended on the job application process, the more likely she/he is to accept the job even if she/he privately thinks that perhaps the job is not right for her/him.

The presenter will outline the steps to take to create a realistic job preview for your organization. Also discussed will be: the type of medium used to present realistic job preview information, some cautions, the timing of the realistic job preview information during the recruitment process and the optimal level of realism to use. The presenter will briefly discuss the socialization of a new employee into an organization and how this effects turnover and retention.

There will be time spent in small groups generating portions of a realistic job preview document.

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PROFESSIONALISM AND ETHICS IN OUTDOOR LEADERSHIP

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Abstract

As outdoor leaders each of us is faced with situations involving decisions of professionalism and ethics. These frequently sneak up at the most inopportune moments, requiring immediate action and little time to consider options. Staff training in this area has oft times been overlooked concentrating on the technical requirements of managing equipment and people. This leaves many of us in the perplexing position of balancing personal standards and ethics with those of the program or participants without the benefit of having the common vision of our peers. This workshop is designed to present issues of professional and ethical concern common to outdoor leaders and encourage discussion and analysis of possible actions. Scenarios selected for this workshop address coercion and power, environmental impact, the use of questionable practices or equipment, program policy and field reality, agency representation, and staff empowerment.

Workshop Format:

Following a brief introduction, participants will be divided into small discussion groups. The following scenarios will be handed out. Groups will be given time to read and discuss their scenarios and will be asked to identify the critical issues and determine the course of action they would take. Each group will then be asked to present the scenario, solution and reasoning to the entire workshop. Discussion will be encouraged supporting or challenging proposed solutions.

1) You are working as an adventure therapist at a psychiatric hospital. You have a group on the high ropes course. The staff psychiatrist is out with the group, watching as they go through the course. A young man, high up on the course, demands to be lowered to the ground immediately. You work with him psychologically, yet he continues his insistence that he be lowered. You have been trained in the "challenge by choice" method of experiential education (developed by Project Adventure) and you agree to lower the young man. The psychiatrist looks at you and tells you that the young man is at the point of a great psychological breakthrough but that it will be missed if you lower him to the ground. The psychiatrist tells you not to lower the man. You object to the psychiatrist's order. He looks at you and reminds you that he is the psychiatrist and that you are merely an employee of the hospital, acting as a technician under his direction, and that, as with all technicians employed by the hospital, you are to follow physician's orders

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2) You are working as a rafting specialist in an adventure education program. It is the second year for the rafting program and your staff is split equally between persons having no experience with whitewater and those having one season's experience. As the season progresses the staff begin to become bored with the lack of variety of rivers you have approved for course use. Staff training opportunities include rivers of a more technical nature, but you feel the staff would be unable to effectively rescue clientele in the event of a flip or wrap in these waters. At mid season you are approached by the program director who suggests you are being overly conservative in your choice of rivers and puts pressure on you to approve additional areas for program use in order to keep the staff from getting complacent.

3) Choose either A or B.

A. You are an instructor on an extended backcountry trip. After an exceptionally difficult section of the trip you began to notice that the students were holding on to your every word. You are aware that this has made your job much easier but you have started to have concerns about your level of influence. More frequently you are being asked your opinion about a wide variety of subjects including your opinion of other program staff, program policies, and the use of specific teaching and processing techniques. Your personal opinion is likely to bring up many areas of concern and yet you feel obligated to be honest with your students as you have made honesty and open communication an important part of your course.

B. You are the program director of an outdoor adventure school. Staff loyalty towards you and the program are quite strong and have been based on honesty and respect. During an exceptionally difficult season you begin to see your field staff questioning the ability and integrity of the executive director. Frequently, your field staff are asking your opinion of the director and the decisions being made that seem to be adversely affecting the program. Your personal opinion is likely to reinforce that of the staff but you have skirted expressing it to avoid putting yourself in a compromising position. You notice a decline in morale and suspect the staff is venting their frustrations about the difficulties with course participants. You have brought up your concerns to the Board of Directors but they have told you they are not ready to intervene.

4) You have been requested by your administration to run a week long outdoor trip for a group of guests. You have the skills necessary to provide an excellent program and have been honored by this request. As you begin to prepare for this trip you realize that much of the equipment you are to use is of a questionable standard to ensure safety of the users. You request additional money for the purchase of new or rental equipment but your request is denied. Finally, you consider refusing to lead this trip but are aware that a number of less skilled and less concerned staff would be willing to lead the trip if you refuse and you feel that your awareness of the problems might keep an emergency from occurring.

5) You are co leading a trip in a new course area. You were responsible for scouting this area and introducing the idea to the program. Early in trip you and your co leader conflict over a number of issues of environmental concern. You find your ideas being blatantly ignored by your co leader and factions of students aligning with each side. As the trip progresses you realize significant impact is occurring in the environment and within the course community itself. If you would be willing to compromise your environmental ethic you might be able to salvage communication between yourself the co leader and the students themselves.

6) Choose either A or B

A) You are leading an extended trip with two other instructors. Your co leaders are romantically involved and so you find yourself spending free time with the students. In the process you become attracted to one of the students. You are both single adults and looking for a long term relationship. You are discrete with your mutual interest but your involvement gets more intimate in those moments you are able to spend alone.

B) Your Board of Directors is considering establishing a policy concerning relationships. You are aware that a number of the staff have become sexually involved with former students after courses. In the past, this area has seemed beyond the scope of program responsibility but the level of influence and power an instructor has after a student has seen that person as a facilitator of significant life changes is indeed very strong. You have been asked to make a recommendation to the Board of Directors about a six month waiting period for any contact between staff and former students. Most of your staff work on contractual basis rather than as seasonal or year round employees.

7) You are leading a trip of teens. One evening after your students have gone to sleep you notice a student moving around outside his/her tent. You watch what is going on with casual interest but quickly realize this student has lit up a joint. You go over and confront the student who quickly throws it away. You sit down and begin to discuss the policy of mandatory removal from the course for use of illegal substances, a policy that was discussed with the students prior to departure for the field. The student goes to their pack

brings what they say is the entire quantity of marijuana in their possession and hands it to you begging you to let them continue the course. You are the only people who know of the incident and you feel the student is sincere in his/her plea. Program policy does not allow for any leniency in this issue but you feel this student offers a great deal to the course and their removal would be very disruptive logistically and socially.

8) You are leading a trip of corporate executives. The course has been sold by the marketing division of the program as a course in confidence building, communication, and team development. On the second day of the course one of the participants brings out the program brochure put out by the marketing staff that depicts the course taking place at your basecamp area where the facilities include a high and low ropes course, sleeping cabins, and a waterfront. This course, however, was scheduled as a land based mobile course that would never go near the base camp. The participants are quickly realizing that the brochure did not prepare them for the environment they now find themselves in and although they are participating in activities that are designed to meet the course objectives there is the feeling that they were deceived through the information they received. Additionally, you are feeling frustrated that you were not introduced to the marketing information. The roadhead you departed from the previous day has a pay phone and you return that evening to discuss your dilemma with the administration. They are empathetic but inform you that there is not an option to change your scheduled itinerary to accommodate this issue. Upon conclusion of the course one of the participants requests a refund insisting that the course offered was not what they had paid for.

9) You are an experienced trip leader and climbing instructor working for a new outdoor program. You are overseeing a climbing site. In staff training and in the staff manual the knots and set–ups approved for use in this program have been outlined in great detail. Although you did not foresee a problem in adhering to these policies you now realize that in this specific instance you feel an entirely different set up would provide a much greater safety margin for the climbing site you are required to use. You have been told that going outside of program policy will put you in the position of increased risk of personal liability and that the program will not back unauthorized changes. The students have already finished ground school and are very eagerly anticipating the next several hours of climbing.

10. As a program administrator you are engaged in discussion of staff salaries. Over the past several years the program has experienced significant growth and financial solvency. You have been approached by your field staff concerning low salaries and the lack of benefits or security offered in their jobs. They have made the point that they view this job as a career and work under very demanding conditions with a very high level of responsibility for program participants. You are aware that, although not exceptional, administrative salaries are sufficient to be competitive with salaries and benefit packages within other businesses. This is not true of field staff salaries which are well under what would be required by minimum wage law if the program had to comply with this law. How will you address the perceived discrepancy between field staff compensation, administrative staff compensation and the program philosophy promoting empowerment, honorable treatment and respect of all persons.

DOES THE PEAK EXPERIENCE NECESSARILY INCLUDE THE SUMMIT?

Carolyn Bess

> "I have never canoed to an island in Maine."
>
> "What if I only make it part way up the mountain?"
>
> "I'm scared to sleep in a tent, but I'll try it."
>
> -Comments from Participants of Outdoor Explorations

Outdoor Explorations offers people with special needs opportunities to experience creative and supportive adventures in the woods. With extensive preparation and encouragement from peers, individuals engage in activities they never before imagined themselves doing. We've gone canoeing in the Berkshires and off the coast of Maine, backpacking on the Long Trail in Vermont, and hiking up a rocky mountain in New Hampshire. From the joy and pride experienced on these trips, one would think that Mount Everest had been relocated to New England and we completed the first ascent!

The presentation will be given jointly by trip participants and staff. We will begin by involving workshop members in a group initiative, during which they will briefly experience some of the challenges that special-needs people experience on a daily basis. Then participants will share their recent adventures with an in-depth, narrated slide show. We will conclude the workshop. with a panel discussion focusing on various aspects of the program including: experiencing the dignity of risk, cooperating with others, learning independent living skills, meeting new people and enjoying the wilderness. If time permits, we will hold a question-and-answer session and then share some of our future dreams and visions of the program.

WILDERNESS ADVENTURE TRIPS

Wilderness Adventure Trips give adults with developmental disabilities an opportunity to participate in therapeutic and social outdoor adventures. The program aims to develop self-esteem and community spirit by structuring trips where participants plan and partake in backpacking and canoeing excursions in New England wilderness areas.

Through a series of pre-trip meetings, participants and leaders engage in discussions focusing on personal concerns and group responsibilities.The meetings also involve outdoor education activities and equipment/safety demonstrations by local organizations. The diverse trip agenda suit many ability levels and interests, including: backpacking, day hiking, canoeing, swimming, mountain climbing, nature walks and initiative games.

With a 3:1 participant-to-staff ratio, individuals receive special guidance in learning low-impact camping, first-aid, and conflict resolution skills. Leaders and peers operate under the "Challenge by Choice" philosophy in which peers and leaders support, but don't force individuals to attempt unfamiliar challenges.

Celebratory post-trip meetings include sharing stories, writing articles, slide shows, and making t-shirts. Participants are encouraged to go on as many trips as they would like and to get friends involved. Many have had the opportunity to speak at various conferences in Boston.

STATEMENT OF PHILOSOPHY AND PURPOSE

PURPOSE

Through the medium of the outdoors, wilderness adventure trips provide a catalyst for the capabilities of developmentally disabled people to surface - capabilities which often lay dormant in their daily routines at home. This population is often overlooked in being able to experience the joys and challenges of the natural environment. These outdoor experiences aim to:

1)Provide experiences which increase self-esteem, develop healthy group dynamics and heighten social/community integration within the developmentally disabled population .
2)Provide a unique therapeutic milieu for participants to shed their "learned helplessness" (perpetuated by themselves and society) and promote surpassing limits.
3)Train competent and enthusiastic participants to become peer leaders for other wilderness adventures.
4)Offer staff the chance to establish a more complete relationship with their clients, resulting in improved relationships back in their familiar environments.
5)Reshape non-disabled people's attitudes toward disabled people through sharing common environment, conversations and similar challenges.
6)Teach outdoor skills so that participants will feel more confident to participate in other outdoor ventures.
7)Enhance awareness and increase knowledge of the natural environment.
8)Inspire an active lifestyle, resulting in healthier physical and mental well-being.

PHILOSOPHY

This program is based on respect for oneself, for each other and for the environment. The wilderness trips focus on bringing out one's potential through interacting with the wilderness in a non-threatening fashion. Staff and peers encourage one another to try out different wilderness challenges (e.g. hiking, canoeing, camping) in order to realize individual capabilities. These independent successes tend to inspire more successes which ultimately add to the overall cohesion of the group.

Gentle encouragement, power of example, and patience from staff and participants are all tools used to give an individual the courage to try out a new experience; force and negative peer pressure are highly discouraged. Staff are available to ensure safety, provide support and expertise and encourage healthy interactions and stimulating ideas. Through occasional unstructured time, participants are encouraged to enjoy the quiet beauty of the wilderness and explore the nearby surroundings with a friend.

We enforce proper disposal of waste, low-impact tenting/hiking and respect for other's solitude in the woods. Since the emphasis lies on temporarily escaping from the city lifestyle, it is asked that people leave their electronic luxuries at home. Cameras, books and musical instruments are all welcome. The success and enjoyment derived from these wilderness excursions are meant to serve as a tool which will become a part of people's lives and empower them to attempt challenges in other unfamiliar environments.

"You go to nature for an experience of the sacred; you go there to re-establish your contact with the core of things, where it's really at, to enable you to come back into the world and operate more effectively."
Willi Unsoeld

TRIPS

UPPER GOOSE POND for the novice backpacker: August 17-18

This backpacking trip to the Berkshire Mountains involves a mile hike with a 25-pound backpack to our campsite beside a lake. We'll cook dinner (and s'mores) by campfire and tell ghost stories. Canoeing and swimming will be available for all who are interested. There will be a guided hike around the lake on the Appalachian Trail to learn about the environment and trail lore. This trip is ideal for someone who has had little exposure to backpacking but is willing to endure one to two hours of moderate physical activity. We will drink spring water and use outhouses.

STRATTON POND for the adventurous backpacker: August 24-26

This three day trip includes a three to four mile hike with a 30-pound backpack to a lake in the midst of the Green Mountains of Vermont. We will tent-out and prepare meals with camp stoves. We will swim in the lake, climb Stratton Mountain, and enjoy unstructured time exploring the surrounding areas and meeting the other backpackers. Nighttimes will offer a great chance to share our feelings about the adventures. This trip is for the person who has either done some backpacking or is confident s/he would enjoy a three day trip with at least five hours of physical activity each day. No bathroom facilities will be available; we will fetch our own spring water and use the woods.

MOUNT MONADNOCK for the mountain climber: September 2-3

This trip gives people an opportunity to enjoy all the wonders of the wilderness in southern New Hampshire without even having to carry an overnight backpack! From our base at Mount Monadnock State we will explore the surrounding woods and visit the Harris Center for Conservation Education. We will camp out and cook dinner. Next morning, we'll make a steady trip to the top, returning to camp by midafternoon to head home. This trip may appeal to a more athletic person who prefers a campsite with flush toilets and running water. No heavy backpacking required.

NICKERSON STATE PARK for the woods and beach lover: September 7-8

Here is an opportunity to enjoy a camping experience without strenuous physical activity. For two days we will explore the surrounding forests, lakes and beaches. We will learn about the local vegetation and terrain on a self-guided nature trail. Swimming and canoeing may be available, depending upon the park's seasonal regulations. We will cook out own meals and sleep in tents. There will be flush toilets and running water at our campsite. No backpacking.

THOMPSON'S ISLAND for the island camper: September 28-29

From a South Boston pier we'll ferry out to a Harbor Island where we'll spend a weekend exploring the wildlife sanctuary. We will engage in creative group activities and discussions. There will be unstructured time to relax and enjoy the beginning of fall. This trip will be less physically taxing than the others but just as much fun! We will sleep in tents and use either outhouses or flush toilets. This trip is intended for those who would like to spend a weekend away from the city but without a lot of car or foot travel.

THE CITY/COMMUNITY AS A RESOURCE FOR THE AT-RISK STUDENT

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City-as-School is an alternative, diploma-granting New York City public high school whose primary curriculum objective is to link students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experiences can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons in their education. Instead of attending classes in one building, students move from learning experience to learning experience based on a program they choose by consulting the CAS catalog. They receive academic credit for each learning experience successfully completed. Teachers are divided into Teacher Advisors and Resource Coordinators. Each Teacher Advisor holds seminars and class meetings, and is responsible for individual conferences with students and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students' progress, responding to student's problems at resources and registering students. Visits to sites are required.

This workshop will focus on the multi-faceted approach developed by City-As-School, and how this approach effectively reaches the at-risk secondary student who is a potential dropout. We will discuss the off-site learning facilities where the emphasis is on acquiring academic skills as well as career exploration, and show its cost-effectiveness. A video tape will graphically illustrate this aspect of our program.

The College Studies Program, a cost-free educational choice, offers City-As-School students the opportunity to do college-level work while attending high school. This workshop will explore how beneficial this program is in helping develop greater self-esteem and academic excellence in our student population.

Last year we introduced a Multicultural Program consisting of three parts; for students with Limited English Proficiency, for monolingual students gaining proficiency in a foreign language, and a Multicultural Student Exchange Program. We will explore the effectiveness of external resources with this student population.

We will explore the potential for replicating this successful program in any size community that has an at-risk student population.